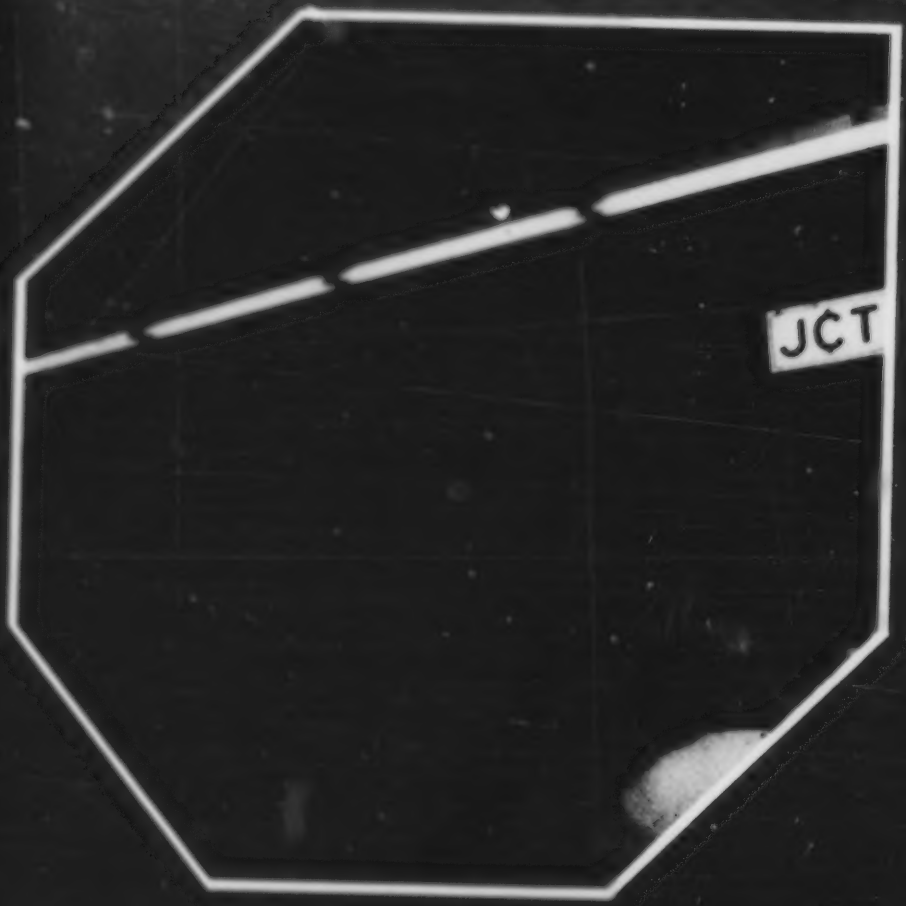
innovations '87

Hilroy Fellowship Program

Programme de bourses au mérite Hilroy



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INNOVATIONS IN TEACHING

RÉSUMÉS OF THE
HILROY FELLOWSHIP PROGRAM
1987

administered by

CANADIAN TEACHERS' FEDERATION TRUST FUND

110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

INNOVATIONS DANS L'ENSEIGNEMENT

RÉSUMÉS DU
PROGRAMME DE BOURSES AU MÉRITE HILROY
1987

administré par le

FONDS EN FIDUCIE DE LA
FÉDÉRATION CANADIENNE DES ENSEIGNANTES ET DES ENSEIGNANTS

110, avenue Argyle
Ottawa (Ontario)
K2P 1B4

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*National Award for Great Merit/Bourse nationale pour mérite notable
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Les projets gagnants des bourses nationales sont publiés dans les deux langues officielles. Pour faciliter la compréhension de l'objet des autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

*National Award for Great Merit/Bourse nationale pour mérite notable
**National Award for Outstanding Merit/Bourse nationale pour mérite exceptionnel

FOREWORD

Each year the Canadian Teachers' Federation proposes to publish the résumés of projects of the Hilroy Fellowship Program. This booklet contains the résumés for the year 1987.

In the index at the back of the booklet is a listing of projects of the previous five years. Résumés for each of the previous five years are available on request.

You will note that each résumé has a project number, in addition to its title and author. If, after reading the résumés, you would like to see the original material, we will copy it when feasible and have it sent to you for your own use. If the project involves the use of concrete materials such as tapes, slides or non-reproducible material, these will be sent to you on loan for a given period of time.

Requests should be addressed to: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

The Canadian Teachers' Federation will make every effort to have all the projects readily available for those who wish to study them further.

Projects are accepted, published and reproduced in the language chosen by the author(s) and are not translated by this office except for the four projects selected for special national recognition. To provide ready understanding of the subject matter of all other projects, however, the introduction to each project is translated into the other official language.

We hope the publication of these résumés will prove of value to the many educators across Canada who are interested in creative and innovative, teacher-prepared materials in the field of education.

AVANT-PROPOS

La Fédération canadienne des enseignantes et des enseignants se propose de réunir, dans une publication annuelle, les résumés des projets réalisés dans le cadre du Programme de bourses au mérite Hilroy. Le présent livret renferme les résumés pour l'année 1987.

Les dernières pages du livret fournissent la liste des projets des cinq dernières années. Les résumés des projets mentionnés peuvent être obtenus sur demande.

Chaque résumé est accompagné d'un numéro, outre le titre et le nom de l'auteur. Après la lecture, si vous voulez obtenir les documents originaux, nous les reproduirons si possible et vous les enverrons. Si le projet comprend l'utilisation de rubans, de diapositives ou d'autre matériel non reproductible, nous nous ferons un plaisir de vous prêter ceux-ci pour une période déterminée.

Prière d'adresser toute demande à la Fédération canadienne des enseignantes et des enseignants, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4.

La Fédération canadienne des enseignantes et des enseignants s'efforcera d'avoir tous les projets disponibles à l'intention des personnes désireuses de les étudier davantage.

Chaque projet est reçu, publié et reproduit dans la langue de l'original; notre bureau n'en fait pas la traduction, sauf pour ce qui est des quatre projets qui ont mérité des bourses nationales. Cependant, pour faciliter la compréhension de l'objet de tous les autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

Nous espérons que cette publication sera utile aux éducateurs du Canada qui s'intéressent à ces exemples de matériel didactique créateur et innovateur conçus par des membres de la profession enseignante.

INTRODUCTION

The Hilroy Fellowship Program was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who have devised new methods, new approaches or new teaching devices, are eligible to apply for Fellowships. Small groups of teachers who worked as a team under a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 or from provincial or territorial teachers' organizations. Applications may be in either English or French.

Recommendations for the award of Fellowships of $2,000 each at the provincial level are made by the provincial teacher organizations. Recommendations for the award of a Fellowship of $2,000 to teachers in the Territories, for six national awards for great merit ($4,000 each) and for one award of outstanding merit ($7,500) are made by a National Advisory Council. The final selections in all cases are subject to ratification by the Roy C. Hill Charitable Foundation. **(Please note the amounts above reflect the award values for the 1988 Hilroy Fellowship Program.)**

All applications must include a brief summary of the Hilroy Fellowship Program application at the time of submission. This summary shall be completed on the prescribed form provided with the Application Form and should include a brief description of the major points discussed under the headings indicated. The summary must be written in such a manner as to be clear and concise enough to stand on its own merit. As the summaries of award-winning applications will be published for the purpose of subsequent dissemination of information regarding the Hilroy Fellowship projects, the summary must be prepared so that it will be suitable for such publication. Full payment of awards will be made on completion of satisfactory summaries. The above-mentioned summary is intended to be in addition to and not a replacement for a fully detailed description of the application being submitted.

In all matters relating to the Hilroy Fellowship Program and the awards, the decision of the Roy C. Hill Charitable Foundation is final.

While the stated purpose of the Hilroy Fellowship Program is to encourage and reward the innovative classroom teacher, it may be considered to have a more far-reaching objective — the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the résumés of innovative proj-

ects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship. It is hoped that this publication and the résumés it contains will encourage other teachers to experiment and to innovate.

Copies of this report are available to practising teachers without charge on request to the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

SEE LAST PAGE OF THIS BOOKLET FOR ORDER FORM FOR HILROY APPLICATION FORMS AND PREVIOUS YEARS' COPIES OF INNOVATIONS WHICH ARE STILL IN PRINT.

INTRODUCTION

Établi en 1969 par la Fondation de bienfaisance Roy C. Hill, le Programme de bourses au mérite Hilroy est administré par le Fonds en fiducie de la Fédération canadienne des enseignantes et des enseignants. Il vise à encourager et à récompenser le personnel enseignant qui a conçu de nouveaux moyens de perfectionner les méthodes pédagogiques.

Les membres de la profession enseignante du palier élémentaire ou secondaire qui ont établi de nouvelles méthodes, ou de nouveaux moyens didactiques, peuvent présenter une demande. Les petites équipes enseignantes, travaillant sous la direction d'un coordonnateur, sont également admissibles. On peut obtenir des formules de demande ou des indications pertinentes en s'adressant au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4, ou aux organisations provinciales ou territoriales de la profession enseignante. Les demandes peuvent être présentées en français ou en anglais.

À l'échelle provinciale, les organisations de la profession enseignante recommandent des candidatures pour les bourses valant 2 000 $. Le Conseil consultatif national recommande des candidatures pour: une bourse de 2 000 $ destinée au personnel enseignant des territoires, six bourses nationales pour mérite notable de 4 000 $ chacune, et une bourse pour mérite exceptionnel de 7 500 $. Dans tous les cas, la sélection finale doit recevoir l'approbation de la Fondation de bienfaisance Roy C. Hill. **(Prière de noter que les montants indiqués ci-dessus correspondent à la valeur des bourses au mérite Hilroy de 1988.)**

Un sommaire du projet faisant l'objet d'une demande de bourse Hilroy doit accompagner la formule. Il doit être rédigé sur la formule officielle et devrait comporter une brève description des principaux points sous les rubriques indiquées. Il doit être clair et concis afin de rendre justice au projet sans nécessiter d'autres détails. Comme les sommaires serviront ensuite à diffuser des renseignements sur les projets primés, ils doivent être prêts à publier. Le versement intégral des bourses ne sera effectué qu'à condition qu'un sommaire satisfaisant soit fourni. Le sommaire susmentionné est censé accompagner et non pas remplacer la description détaillée du projet soumis.

Pour tout ce qui concerne le Programme de bourses au mérite Hilroy et l'attribution des bourses, la décision de la Fondation de bienfaisance Roy C. Hill est sans appel.

Même si le Programme est destiné à encourager et à récompenser le personnel enseignant innovateur, son but est de portée beaucoup plus grande: il vise à promouvoir l'amélioration des méthodes pédagogiques en vue de l'avancement général de l'éducation, en raison de quoi la présente publication est mise à votre disposition. Elle constitue un recueil des

résumés de projets innovateurs réalisés par des membres du personnel enseignant qui ont ainsi mérité une distinction, soit l'obtention d'une bourse Hilroy. Ce recueil est publié dans l'espoir de motiver d'autres membres de la profession enseignante à innover et à tenter des expériences.

Les membres du personnel enseignant peuvent obtenir des exemplaires gratuits du présent rapport en adressant une demande au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4.

À LA DERNIÈRE PAGE DE CE LIVRET, VOUS TROUVEREZ UNE FICHE DE COMMANDE POUR LES FORMULES DE DEMANDE HILROY ET LES EXEMPLAIRES D'INNOVATIONS ENCORE DISPONIBLES.

NATIONAL AWARD FOR OUTSTANDING MERIT

Name and address of teacher: 87-1

Norman Oman
53 Trafford Park
Winnipeg, Manitoba
R2M 4Z7

Norman Oman

Name and address of school:

Kildonan-East Regional Secondary School
845 Concordia Avenue
Winnipeg, Manitoba
R2K 2M6

Title:

CREATIVE DRAMA WITH MENTALLY HANDICAPPED STUDENTS

Introduction

In order to function more effectively in society, it is imperative that attempts be made to equip mentally handicapped students with appropriate social behaviour and improved communication skills. It should be noted in this context, that the Manitoba provincial government has undertaken the implementation of a policy to integrate mentally handicapped persons with the community at large. The attitudes of the community typically require alteration, such that normal persons are receptive to closer contact with the mentally handicapped. The Creative Drama Course for the mentally handicapped was established due to the noticeable positive changes that were observed when these students took part in drama classes on an ad hoc basis. Improvements in communication skills, social skills and appropriate acceptable behaviours were noted.

Characteristics of Students

Eighteen students, aged chronologically from 16 to 21 years with I.Q.'s of 35-65, were included in the program. They came from a variety of backgrounds; some lived with their families, while others were in foster homes. Among the latter were five Native children who returned to their homes on reservations during school holidays. The mentally handicapped students were involved with the Life Skills Program, the purpose of which was to place the students in a high school among students of a chronological age more similar to their own. The objective of the Life Skills Program was to promote socially appropriate behaviour. Because of their involvement with a special program and segregation into special classes with their own teachers, their level of integration with the general student body was restricted and, until

the inception of the Creative Drama Program, their contact with the regular students was very limited.

Ten regular Grade 11 and Grade 12 students were also participants in the Creative Drama Program. Some of these students had been involved in other drama courses. They were chosen on the basis of an interest in this type of work. Of the students selected, some had worked with mentally handicapped students in previous drama classes while others were interviewed and selected for their sensitivity and caring natures.

Objectives

The principal objectives of the creative drama program are:

1. To expose both groups of students to persons of their own (chronological) age group, whose experiences and outlook on life was dissimilar to their own;
2. To provide the students with unpredictable situations, generated by the class, to which they must respond;
3. To examine human behaviour and to explore methods to affect specific behaviours;
4. To develop a range of skills (research, observation, drama and self-examination);
5. To provide the students with the tools to adapt successfully in society;
6. To help students make the most of their possibilities for self-development;
7. To develop in young people an acceptance of others who are unlike themselves;
8. To create an environment in which "handicap" is no longer something to be pitied or feared, but simply a significant fact to be dealt with and respected.

Description

Creative drama and role-playing situations were used to create pressures to which the mentally handicapped students had to respond. Various drama techniques were employed to reach stated objectives or solve certain problems.

1. The teacher or other students were used in a role to create a dramatic situation, for example:
   - An old man (or large animal) enters the classroom and will not leave. The class must decide how to accommodate the old man (or large animal), or induce him to leave.

2. The students, as a group, have a problem to resolve:
   - The village we have built has run out of food. What should be done?
3. The students are required to work as a team:
   - The class are sailors, departing on a long journey. What preparations must be made for the voyage and who is to be responsible for what?

The foregoing and similar situations were used to provide the mentally handicapped students with opportunities and challenges to which solutions, or strategies for survival, must be found. Most frequently, the mentally handicapped students were thrust into the role of decision-makers in the situation.

Much of the class time of the regular high school students was spent in direct contact with the mentally handicapped students in situations dictated by both the needs of the handicapped students (as suggested by their teachers and other involved professionals) and by the dynamics of the situation.

Weekly, the regular students and the drama teacher met to:

1. plan future work aligned to the requirements of the mentally handicapped students;
2. evaluate the success or failure of previous work;
3. hear the opinions of professionals in the field;
4. report to other regular students on their own readings; and
5. consult with teachers of the mentally handicapped students on the design of measurements of the effectiveness of the program.

Evaluation

The changes in the participants in the course were evaluated by trained observers who were present in each class. These observers recorded the activities and happenings and took part in regular meetings to transmit and discuss their observations. In the future it is believed video recordings of the classes will enhance the evaluation process.

Conclusion

To an increasing extent, mentally handicapped persons are being required to adapt to the demands of normal community life. Traditional education of the mentally handicapped persons has been focused upon narrow objectives that embody the assumption of a protected and unchallenging environment. Given the changes mandated within the community, it is necessary to equip mentally handicapped students to assume greater responsibility within a large social context. It is equally necessary for the majority

population to recognize and respect the contributions that can be made by persons from whom little has been traditionally expected.

The creative drama program has conferred responsibility and power upon the handicapped students; the regular high school students have learned to respect their ideas. Both student groups have experienced the opportunity to interact and solve problems together.

Students

BOURSE NATIONALE POUR MÉRITE EXCEPTIONNEL

Nom et adresse de l'enseignant: 87-1

Norman Oman
53, parc Trafford
Winnipeg (Manitoba)
R2M 4Z7

Norman Oman

Nom et adresse de l'école:

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845, avenue Concordia
Winnipeg (Manitoba)
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Titre:

CRÉATION DRAMATIQUE AVEC DES ÉLÈVES HANDICAPÉS MENTAUX

Introduction

Pour qu'ils puissent fonctionner plus efficacement en société, il est primordial que les élèves handicapés mentaux développent des comportements sociaux appropriés et améliorent leur capacité à communiquer. Il convient de noter qu'à cet égard, le gouvernement manitobain a entrepris la mise en oeuvre d'une politique visant à intégrer les personnes handicapées mentales à l'ensemble de la communauté. En général, les attitudes collectives ont besoin d'être changées pour que les personnes normales puissent entretenir des contacts plus étroits avec les personnes handicapées mentales. Le cours de création dramatique pour les élèves handicapés mentaux a été établi en raison de l'amélioration notable qui a été observée lorsque ces élèves ont pris part occasionnellement à des cours d'art dramatique. Des progrès avaient alors été notés en ce qui concerne la capacité de communication, les aptitudes aux relations sociales et les comportements appropriés et acceptables.

Caractéristiques des élèves

Dix-huit élèves dont l'âge chronologique variait de 16 à 21 ans et dont les quotients intellectuels étaient de 35 à 65 ont participé au programme. Ils étaient issus de divers milieux: certains vivaient avec leur famille, d'autres en foyer d'accueil. Parmi ce dernier groupe se trouvaient cinq enfants autochtones qui retournaient dans leur famille, vivant dans les réserves, durant les congés scolaires. Les élèves handicapés mentaux prenaient part au programme de préparation à la vie qui a pour but de les placer dans des classes composées d'élèves du secondaire dont l'âge chronologique se rapproche davantage du leur. Ce programme vise à promouvoir des

comportements socialement acceptables. Parce que ces élèves avaient participé à un programme destiné à l'enfance en difficulté et qu'ils étaient regroupés dans des classes d'enfants en difficulté avec leur propre personnel enseignant, leur degré d'intégration à la population étudiante générale était limité; jusqu'à la mise sur pied du programme de création dramatique, ils avaient eu des contacts restreints avec les élèves des classes ordinaires.

Dix élèves des classes ordinaires des 11e et 12e années ont aussi pris part au programme de création dramatique. Certains d'entre eux avaient déjà participé à d'autres cours d'art dramatique; ils avaient été choisis en raison de leur intérêt pour ce genre de travail. Parmi les élèves sélectionnés, certains avaient déjà travaillé avec des élèves handicapés mentaux dans d'autres classes d'art dramatique; d'autres ont été interviewés et choisis en raison de leur caractère sensible et altruiste.

Objectifs

Les principaux objectifs du programme de création dramatique sont:

1. Mettre en contact les deux groupes d'élèves avec des personnes de leur âge (chronologique) dont les expériences et la vision de la vie sont différentes;
2. Créer pour les élèves des situations imprévisibles, suscitées par le groupe, auxquelles ils doivent réagir;
3. Étudier le comportement humain et examiner des méthodes pour influencer certains comportements précis;
4. Développer une variété d'aptitudes (recherche, observation, expression dramatique et introspection);
5. Fournir aux élèves les moyens de bien s'adapter à la société;
6. Aider les élèves à tirer le meilleur parti de leurs capacités d'épanouissement personnel;
7. Favoriser chez les jeunes l'acceptation des personnes différentes d'eux;
8. Créer un environnement dans lequel le "handicap" ne suscite plus la pitié ou la peur mais devient simplement une réalité avec laquelle il faut composer et qu'il faut respecter.

Description

La création dramatique et les jeux de rôle ont servi à créer des situations intenses auxquelles les élèves handicapés mentaux devaient réagir. Diverses techniques dramatiques ont été utilisées pour atteindre des objectifs déterminés et résoudre certains problèmes.

1. L'enseignant ou d'autres élèves ont joué un rôle qui servait à créer une situation dramatique, par exemple:

   – Un vieillard (ou un gros animal) entre dans la salle de classe et ne veut pas en sortir. Les élèves doivent décider comment intégrer le vieillard (ou le gros animal) ou l'inciter à s'en aller.

2. Les élèves doivent résoudre, en groupe, le problème suivant:

   – Le village que nous avons bâti a épuisé ses réserves de nourriture. Que faut-il faire?

3. Les élèves doivent travailler en équipes:

   – Les élèves sont des marins qui entreprennent un long voyage. Quels préparatifs doivent être faits en prévision du voyage et quelles seront les tâches de chacun?

Les situations ci-dessus et d'autres semblables offraient aux élèves handicapés mentaux des occasions et des défis et leur permettaient de trouver des solutions ou des stratégies de survie. La plupart du temps, les élèves handicapés mentaux se retrouvaient dans un rôle de décideurs.

Les élèves des classes ordinaires du secondaire ont passé une grande partie de leur temps en contact direct avec les élèves handicapés mentaux, dans des situations dictées par les besoins de ceux-ci (d'après les suggestions des membres du personnel enseignant et d'autres professionnels intéressés) et par la dynamique des circonstances.

Chaque semaine, les élèves des classes ordinaires et l'enseignant chargé de l'art dramatique se rencontraient pour:

1. planifier le travail et l'adapter aux besoins des élèves handicapés mentaux;
2. évaluer le degré de succès ou d'échec du travail précédent;
3. recevoir l'avis des professionnels du domaine;
4. informer les autres élèves des classes ordinaires de leurs lectures; et
5. consulter les membres du personnel enseignant travaillant avec les élèves handicapés mentaux quant à l'élaboration de moyens pour mesurer l'efficacité du programme.

Évaluation

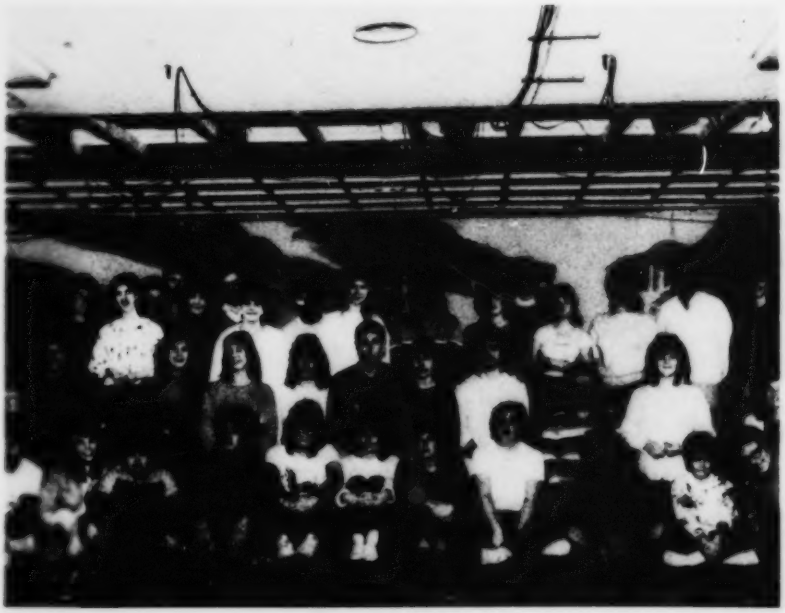
Des observateurs ayant reçu une formation assistaient à chacun des cours et évaluaient les changements chez les participants. Ces observateurs ont enregistré les activités et les événements; ils ont participé aux réunions régulières pour faire part et discuter de leurs observations. À l'ave-

nir, des enregistrements sur bande vidéo devraient améliorer le processus d'évaluation.

Conclusion

De façon croissante, les personnes handicapées mentales doivent s'adapter aux exigences de la vie normale en société. Traditionnellement, l'éducation des personnes handicapées mentales a surtout visé des objectifs limités qui supposaient l'existence d'un milieu protégé ne présentant aucun défi. Étant donné les changements qu'exige maintenant la collectivité, il devient nécessaire de faire en sorte que les élèves handicapés mentaux puissent assumer davantage de responsabilités dans un milieu social plus large. Il faut également que la majorité de la population reconnaisse et respecte les contributions que peuvent apporter ces personnes dont on attendait autrefois très peu.

Le programme de création dramatique a conféré aux élèves handicapés des responsabilités et du pouvoir; les élèves des classes ordinaires du secondaire ont appris à respecter les idées de ces derniers. Les deux groupes d'élèves ont pu entrer en contact et résoudre ensemble des problèmes.



Groupe d'élèves

NATIONAL AWARD FOR GREAT MERIT

87-2

Name and address of teacher:

Judy Ballah
1788 Cambridge Street
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B3H 4A9

Name and address of school:

Halifax West High School
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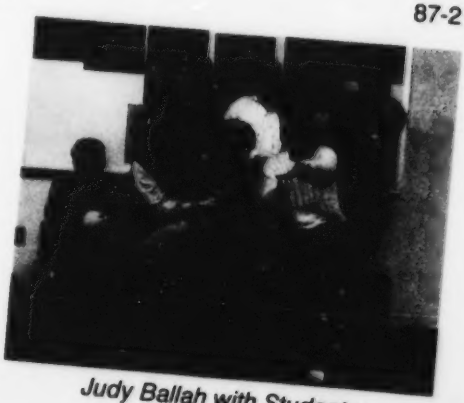
Halifax, Nova Scotia
B3N 2S3



Judy Ballah with Students

Title:

DESIGN FOR SUCCESS (A DEMOCRATIC MODEL USED TO WRITE AND PRODUCE A PLAY)

Introduction

The aims of the Design for Success program are:

1. To create and produce an original play on a theme that is derived from and relevant to the lives of high school students.
2. To model for the students how democratic and problem-solving principles can be used effectively to bring a group project to fruition.

Students

The program has run from 1978-86 inclusive with groups of between fifteen and twenty students each year. To ensure competency the group consists of students from Grades 11 and 12 who bring maturity to the effort and Grade 10's who bring their youthful energy and usually a commitment for the following two years.

Objectives

The objectives of the program are:

1. Knowledge: the students will
   a) become familiar with the process used to create realistic art;
   b) become familiar with the procedure used to stage a play.

2. Skill: the students will

   a) specialize in at least one of the following skills:

      i) playwriting,
      ii) acting,
      iii) directing,
      iv) staging a play;

   b) learn the skills required to make a democratic group operate effectively, skills such as:

      i) the offer/yield method in brainstorming sessions,
      ii) the building up of the weaker group members in rehearsals,
      iii) the demand that each member must actively contribute to make the single effort work.

3. Value/Attitude: the students will:

   a) develop a sense of real self-worth;
   b) develop an appreciation for the lives and experiences of others;
   c) develop a positive attitude towards the school experience and the joy that can be derived from a difficult job done well;
   d) realize that if he/she wishes to offer a form of artistic expression to an audience, he/she must give the audience something significant.

Description

The following teaching methods are used:

1. brainstorming,
2. student/teacher conference,
3. teacher/group meetings,
4. then, standard play production rehearsals returning to the first three methods as required.

In the Fall, a group of writers is organized to discuss, research, improvise ideas and to explore various writing styles appropriate for dramatic production. After a few months, the focus of this group is directed towards writing one play. As the play nears completion, a cast is selected. This is done before the final draft so the actors may have some input into the design. It is more important to cast interested students than it is to write the "perfect" role that the actor must rigidly follow. The script is then edited, tightened up and standard dramatic rehearsals begin. As it is the students' play, further revision can still take place. The play is produced for an audience at Halifax West High School and then is offered as an entry in the Nova Scotia High School Play Festival.

This project can be implemented with whatever facility is available. The students write the script knowing where they will be rehearsing and producing the play and, therefore, adapt it accordingly. The props and costumes can be obtained by the students themselves because the play is always about adolescents in the present time.

Evaluation

1. For the students evaluation comes from the following sources:

   a) *Self*: Each one offers an artistic skill for audience appraisal and each one must personally assess the feedback he/she gets from rehearsals and production;

   b) *Peer*: Audience — the play is brought to an audience of the students' peers. Their responses during and after the performances are the clearest description of success or failure. Fellow project members — commitment and harmony within the group measure the success of the democratic model;

   c) *Professional*: The group always requests a professional animateur at the Play Festival and through his/her written and oral comments the group receives a thorough critique.

2. For the teacher/director evaluation comes from the following sources:

   a) The student commitment evidenced during the work process;
   b) The level of the play's success as measured by audience reaction and by evaluation given by the animateur;
   c) The level of interest seen as the next year's project begins.

Conclusion

The Design for Success project offers significant carry-over into the students' lives. Student maturity is greatly increased. The students learn to focus their concentration and energy with a commitment to completion of the project that demands that they succeed. Therefore, all crises must be faced squarely; they learn problem-solving techniques to ensure that every problem meets with a solution. Everyone succeeds in the program.

BOURSE NATIONALE POUR MÉRITE NOTABLE

87-2

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Judy Ballah et ses élèves

Titre:

LE SUCCÈS À COUP SÛR (UN MODÈLE DÉMOCRATIQUE POUR ÉCRIRE ET PRODUIRE UNE PIÈCE)

Introduction

Les buts du projet "Le succès à coup sûr" consistent à:

1. créer et produire une pièce de théâtre originale portant sur un thème pertinent tiré de la vie des élèves d'une école secondaire, et
2. montrer aux élèves comment les principes de la démocratie et de la résolution des problèmes peuvent être efficaces pour réaliser un projet de groupe.

Élèves

Le programme a été mené de 1978 à 1986 inclusivement avec des groupes de quinze à vingt élèves chaque année. Pour assurer la compétence du groupe, les participants sont des élèves des 11e et 12e années qui apportent leur maturité à l'entreprise et des élèves de 10e année qui apportent le dynamisme de leur jeunesse; ces derniers s'engagent habituellement à participer pour les deux prochaines années.

Objectifs

Les objectifs du programme sont comme suit:

1. Connaissances: les élèves vont
   a) se familiariser avec le processus utilisé pour créer de l'art réaliste;
   b) se familiariser avec la façon de procéder pour monter une pièce.

2. Compétences: les élèves vont

   a) se spécialiser dans au moins une des techniques suivantes:

      i) la rédaction d'une pièce;
      ii) le jeu dramatique;
      iii) la mise en scène;
      iv) la production d'une pièce de théâtre.

   b) acquérir les compétences nécessaires au fonctionnement efficace d'un groupe démocratique, comme:

      i) la méthode "donnant-donnant" dans les séances de remue-méninges;
      ii) le renforcement des membres plus faibles du groupe au cours des répétitions;
      iii) l'exigence pour chaque membre du groupe de contribuer activement à la réussite de l'effort collectif.

3. Valeurs/attitudes: les élèves vont

   a) développer un sens véritable d'estime de soi;
   b) apprendre à apprécier la vie et les expériences d'autrui;
   c) acquérir une attitude positive à l'égard de l'expérience scolaire et ressentir la joie que peut procurer une tâche difficile menée à bien;
   d) se rendre compte que s'ils veulent offrir à un public une forme d'expression artistique, ils doivent lui présenter une pièce intéressante.

Description

Les méthodes pédagogiques suivantes ont été utilisées:

1. remue-méninges;
2. consultation entre l'enseignante et les élèves;
3. réunions de l'enseignante et du groupe;
4. puis, répétitions habituelles pour la production d'une pièce et recours aux trois premières méthodes selon les besoins.

À l'automne, un groupe d'écrivains se réunit pour discuter, faire de la recherche et de l'improvisation, et mettre à l'essai divers styles de rédaction qui conviennent à une production théâtrale. Après quelques mois, le groupe se concentre sur la rédaction d'une pièce. Lorsque la pièce est presque terminée, on procède à la sélection des comédiens. Le choix s'effectue avant l'ébauche finale de sorte que les comédiens puissent contribuer quelque peu à l'élaboration de la pièce. Il est plus important de choisir des élèves intéressés que d'écrire le rôle "parfait" que le comédien doit ensuite suivre à la lettre. Le scénario est ensuite révisé et poli, puis les répétitions commencent. Comme il s'agit d'une pièce écrite par les élèves, ces derniers peuvent y apporter encore des modifications. La pièce est présentée au

public de l'École secondaire Halifax West, puis au concours du festival de théâtre des écoles secondaires de la Nouvelle-Écosse.

Le projet peut être mis en oeuvre quelles que soient les installations disponibles. Lorsque les élèves rédigent le scénario, ils connaissent les lieux des répétitions et de la représentation et adaptent donc la pièce en conséquence. Les accessoires et les costumes sont fournis par les élèves eux-mêmes parce que la pièce met toujours en scène des adolescents de l'époque actuelle.

Évaluation

1. L'évaluation des élèves provient des sources suivantes:

   a) *Soi-même*: Chaque personne soumet son talent artistique à l'appréciation du public et doit évaluer personnellement les réactions lors des répétitions et de la représentation;

   b) *Camarades*: Le public — la pièce est présentée devant un public composé d'élèves; leurs réactions durant et après le spectacle indiquent clairement le succès ou l'échec. Camarades participant au projet — l'engagement et l'harmonie à l'intérieur du groupe fournissent une mesure du succès du modèle démocratique;

   c) *Professionnel*: Le groupe d'élèves demande toujours l'aide d'un animateur professionnel du festival de théâtre, qui leur fait une critique approfondie au moyen d'observations écrites et verbales.

2. L'évaluation de l'enseignante metteure en scène provient des sources suivantes:

   a) engagement que manifestent les élèves au cours du processus de création;
   b) degré de succès de la pièce d'après les réactions du public et l'évaluation de l'animateur;
   c) degré d'intérêt lorsque s'amorce le projet, l'année suivante.

Le projet "Le succès à coup sûr" a des répercussions considérables dans la vie des élèves. La maturité des élèves s'accroît fortement. Ils apprennent à se concentrer et à canaliser leur énergie en s'engageant à terminer un projet qui exige la réussite. Par conséquent, toutes les crises doivent être affrontées directement; les élèves apprennent des techniques de résolution des problèmes pour régler toutes les difficultés. Tout le monde est assuré de réussir dans ce programme.

BOURSE NATIONALE POUR MÉRITE NOTABLE

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87-3

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Jacques Brodeur et Ginette Dion

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Titre:

LA PAIX ÇA SE CONSTRUIT

Introduction

Ce projet ambitieux a touché des élèves de dix écoles élémentaires et de quatre écoles secondaires de la Commission scolaire de Charlesbourg. Il visait à sensibiliser les jeunes et la population à la possibilité de faire une action concrète pour promouvoir la paix. Les trois moyens retenus ont été: un concours littéraire à la suite duquel des textes rédigés par les élèves ont été publiés; une marche d'un kilomètre suivie d'un rassemblement qui a réuni plus de 7 000 personnes; et, enfin, une sculpture pro-paix à partir de jouets militaires. Toutes ces activités se sont déroulées durant la Semaine internationale pour la paix et le désarmement.

Caractéristiques des élèves

Ce projet a suscité la participation de 3 820 élèves, de 4 à 11 ans, qui fréquentaient dix écoles élémentaires et de 3 220 jeunes de 12 à 18 ans, de quatre écoles secondaires.

Objectifs

Faire découvrir aux enfants et aux adolescents que la paix est précieuse et possible si tous travaillent à la préparer et à la protéger.

Faire découvrir à la génération montante qu'elle peut préparer et construire la paix alors que les générations précédentes ont préparé la guerre.

Faire découvrir au personnel enseignant et aux membres du personnel (personnel de soutien, cadres, commissaires) dans le secteur de l'enseignement qu'ils peuvent, chacun à leur façon, contribuer à une mission éducative commune et indispensable à la survie de l'humanité.

Description

Le projet global comportait trois activités qui visaient non seulement les élèves mais aussi les parents, les membres du personnel enseignant et de soutien, de même que la direction des écoles. Durant la Semaine internationale pour la paix et le désarmement, un concours littéraire a été organisé pour tous les élèves, même ceux du préscolaire. Les textes ont été soumis à un jury de sélection composé de quatre personnes; puis certains ont été publiés dans le quotidien *Le Soleil* et d'autres, dans un journal qui est distribué dans les écoles. D'autres encore seront réunis sous forme de recueil. La deuxième activité a été l'organisation d'une marche d'un kilomètre à partir de trois points de départ. Tous les élèves fréquentant une école de la Commission scolaire de Charlesbourg ont convergé vers la polyvalente de cette ville. Au cours de cette manifestation, à laquelle prenaient part des parents, des membres du personnel enseignant et de soutien et la direction des écoles, 7 000 petits ballons ont été lâchés dans le ciel. Enfin, pendant toute la semaine les jeunes ont apporté des jouets militaires qui ont ensuite servi à construire une oeuvre d'art permanente en faveur de la paix. La sculpture, installée à la polyvalente de Charlesbourg, a été réalisée en collaboration avec des étudiantes et étudiants en arts visuels de l'Université Laval.

Ce projet d'envergure était innovateur à plusieurs égards: la participation active de parents, du personnel de soutien, de la direction des écoles et même de cadres des commissions scolaires; les nombreuses disciplines mises à profit, à savoir français, arts plastiques, éducation physique, techniques infirmières, musique, initiation à la photographie; l'organisation d'ateliers animés par une trentaine d'étudiantes et d'étudiants en éducation artistique de l'Université Laval pour initier les élèves aux arts plastiques; les services de sécurité et d'accueil assurés par environ 400 élèves des 4e et 5e années du secteur professionnel secondaire. Il ne faudrait sans doute pas oublier non plus la collaboration des médias qui ont permis de transmettre un message de paix au grand public.

Conclusion

La réussite du projet atteste que l'engagement d'une centrale syndicale dans le domaine pédagogique peut dépasser le cadre des préoccupations professionnelles pour englober les problèmes sociaux. Elle révèle les capacités surprenantes des écoles publiques à sensibiliser leur clientèle et la population, même avec peu de moyens et en peu de temps. Le projet a prouvé aussi la possibilité de collaboration entre employeurs et employés pour une cause importante: construire un monde pacifique. Enfin, elle a permis aux jeunes de faire une action concrète pour contribuer à l'avènement de la paix.

Élèves devant la sculpture pro-paix

NATIONAL AWARD FOR GREAT MERIT

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7220 Trudelle Avenue
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Title:

PEACE CAN BE BUILT

Introduction

This ambitious project involved students of ten elementary and four secondary schools of the Commission scolaire de Charlesbourg. Its objective was to make the youth and the general public aware of the possibility of taking concrete action to promote peace. The following three methods were used: a literary contest, following which the writings submitted by the students were published; a one-kilometer march culminating in a rally of 7,000 people; and finally, a pro-peace sculpture made of military toys. All of these activities took place during the International Peace and Disarmament Week.

Characteristics of Students

The project involved 3,820 students, between 4 and 11 years of age, from ten elementary schools, and 3,220, between 12 and 18 years of age, from four secondary schools.

Objectives

To show children and adolescents that peace is precious and possible if everyone works towards preparing and protecting it.

To make the upcoming generation aware of the fact that it can prepare and build peace, while the preceding generations prepared war.

To make the teachers and the members of staff (support staff, administrators, trustees) in educational services realize that they can all contribute, in their own way, to a common and vital educational mission for the survival of humanity.

Description

The overall project included three activities aimed not only at the students, but also at the parents, the teachers and the support staff, as well as the school administrators. During the International Peace and Disarmament Week, a literary contest was organized for all of the students, even those of the preschool level. The texts were submitted to a panel of four judges; a number of them were published in the daily *Le Soleil* and others, in a newspaper distributed in the schools. A collection of some others was printed. Secondly, a one-kilometer march, starting from three different points, was organized. All of the students attending one school of the Charlesbourg board gathered at the city's composite school. Participants also included parents, members of the teaching staff and of the support staff, as well as school administrators. Seven thousand small balloons were released into the sky. Finally, throughout the week, the children brought military toys which were then used to build a permanent work of art promoting peace. The sculpture, installed at the Charlesbourg composite school, was produced in cooperation with visual arts students from the Université Laval.

This major undertaking was innovative in various ways: parents, support staff, school administrators and even the school board officers took an active part in the activities: numerous fields of learning came into play, namely: plastic arts, French, physical education, nursing techniques, music and introduction to photography; 30 or so art students from the Université Laval led workshops to introduce students to plastic arts; approximately 400 students from the 4th and 5th years of the secondary school vocational program provided security and hospitality services. The media provided noteworthy assistance, by helping to get a pro-peace message across to the general public.

Conclusion

The project's success demonstrates that the commitment of a central labour body in the field of education can reach beyond professional concerns to encompass social problems. It reveals the surprising abilities of

the public schools to heighten the awareness of their students and of the population in general, even with limited time and resources. The project also proved that it is indeed possible to get employees and employers working together for an important cause: to build a peaceful world. Finally, it gave the youth the opportunity to make a tangible contribution to peace.

Students with Pro-Peace Sculpture

NATIONAL AWARD FOR GREAT MERIT

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James Scoten

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Title:

DEVELOPMENT EDUCATION IN INDUSTRIAL EDUCATION: A "HANDS-ON" APPROACH TO WORLD AWARENESS

Purpose

The purpose of the project was to raise students' knowledge of, and concern for people in developing parts of the world. The assumption at the outset was that students who claim personal ownership in an aid project will be more attentive to such needs in the world. The project was to supplement the part of the Social Studies curriculum which deals with developing countries.

Students

The students involved in this project were between 13 and 15 years of age and were enrolled in the elective course of Power Mechanics in a rural school in Prince George, British Columbia.

Description

The main activity which the students were involved in was the construction of twelve hand water pumps for use in rural communities in Kenya. The students spent a month of class time constructing the pumps and spare parts which were designed by an engineer involved with water development projects. The pumps were sent to Kenya with a non-government organization which oversaw their transport and installation. The same organization provided the students with feedback on the pumps' journey and installation. This feedback included letters, pictures and audio film. During the month the pumps were being constructed each class began by teaching a fact about East African culture, history or geography. This "fact of the day" helped students understand the people they were assisting with the water pumps.

In addition to meeting the goals of this project, the students' activities were also fulfilling the requirements of the Industrial Education curriculum. The students learned advanced machine operations and basic hydraulic principles both of which are core materials in mechanics courses.

Evaluation

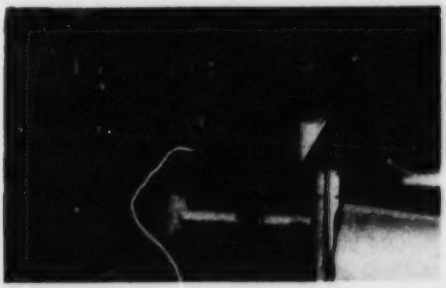
The project's effectiveness was evaluated by interviewing all participants and having them complete a questionnaire. This information combined with the content of the teacher's daily journal formed the data for evaluation.

Conclusions show that the project was a positive experience for most of the students involved. Student comments such as "I didn't know so many people don't have clean water" and "... these pumps really will help those people, won't they?" indicated a thoughtful involvement by several students. All but one student said they would choose to be involved in a similar project again.

All mediums of measurement concurred on the reasons why the project had influenced students' attitudes. Firstly, the project exposed students to a specific need in a developing country and provided them the opportunity to respond. Secondly, the student involvement required motor skills which resulted in a tangible end product — the water pumps. Thirdly, the construction process led students to claim personal ownership in the development project. It was this last point that students consistently alluded to in the interviews. Comments such as "it makes me feel good to know that I am helping people" were common student responses.

Conclusion

This project has contributed to making students more conscious of the realities in our world. The students who participated in the project did not simply learn cognitive knowledge about African people and their needs; they actually became actively involved in assisting to meet one of those needs. Because each student had the opportunity to claim ownership for his/her pump, it is believed that in the future he/she will be more motivated to be attentive to news from that particular part of the world.



James Scoten and Students

BOURSE NATIONALE POUR MÉRITE NOTABLE

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Titre:

ÉDUCATION POUR LE DÉVELOPPEMENT DANS UN COURS D'ÉDUCATION INDUSTRIELLE: UNE APPROCHE CONCRÈTE DES PROBLÈMES MONDIAUX

But

Le but de ce projet était de donner aux élèves une plus grande connaissance des régions en développement et d'accroître leur préoccupation à leur égard. L'hypothèse de départ était que les élèves qui auraient contribué personnellement à un projet d'aide seraient plus attentifs aux besoins de ces nations dans le monde. Le projet servait de complément à la composante du programme d'études sociales traitant des pays en développement.

Élèves

Les élèves qui ont participé à ce projet étaient âgés de 13 à 15 ans et inscrits au cours facultatif de mécanique dans une école rurale de Prince-George (Colombie-Britannique).

Description

La principale activité a été la construction de douze pompes à eau manuelles aux fins d'utilisation dans des communautés rurales du Kenya. Les élèves ont consacré leurs heures de cours, pendant un mois, à construire les pompes et les pièces de rechange qui avaient été conçues par un ingénieur travaillant à des projets d'aménagement de l'eau. Les pompes ont été envoyées au Kenya par l'intermédiaire d'une organisation non gouvernementale qui en a supervisé le transport et l'installation. Cette organisation a tenu les élèves au courant du voyage et de la mise en place des pompes. Ces renseignements leur ont été envoyés sous forme de lettres, de photos et d'un film sur bande sonore. Durant la construction des pompes, chacune des classes a commencé par l'enseignement d'un élément de la culture, de l'histoire ou de la géographie de l'Afrique de l'Est.

L'enseignement de ce "fait du jour" a aidé les élèves à comprendre les gens auxquels ils fournissaient de l'aide.

Outre la réalisation des objectifs du projet, les activités des élèves répondaient aussi aux exigences du programme d'éducation industrielle. Ils ont appris le fonctionnement de machines complexes et les principes hydrauliques de base, qui font tous deux partie du tronc commun du cours de mécanique.

Évaluation

Pour évaluer l'efficacité du projet, tous les participants ont répondu à des questions en entrevue et ont rempli un questionnaire. Ces renseignements ainsi que le contenu du journal quotidien que tenait l'enseignant ont fourni les données nécessaires à l'évaluation.

Les conclusions indiquent que le projet a été une expérience positive pour la plupart des élèves. Ceux-ci ont fait des observations comme: "Je ne savais pas qu'un si grand nombre de personnes n'avaient pas accès à de l'eau propre" et "... Ces pompes vont vraiment être utiles, n'est-ce pas?", ce qui démontre un engagement réfléchi chez plusieurs élèves. Tous, sauf un, ont déclaré qu'ils participeraient de nouveau à un projet semblable.

Tous les instruments de mesure confirment les raisons pour lesquelles le projet a influencé les attitudes des élèves. Premièrement, il leur a fait prendre conscience d'un besoin précis dans un pays en développement et leur a permis de faire quelque chose. Deuxièmement, la participation des élèves exigeait l'utilisation de capacités motrices dont le résultat a été un produit final concret: les pompes à eau. Troisièmement, le processus de construction a permis aux élèves de contribuer personnellement à un projet de développement. Ce dernier aspect a été constamment signalé par les élèves au cours des entrevues; ils faisaient fréquemment des remarques comme: "Je suis heureux de savoir que j'aide des gens".

Conclusion

Ce projet a permis aux élèves de prendre davantage conscience des réalités de notre monde. Les élèves qui y ont participé n'ont pas simplement appris des notions théoriques au sujet d'une nation africaine et de ses besoins, ils ont activement contribué à répondre à l'un de ces besoins. Parce que chaque élève a pu construire sa propre pompe, on croit qu'à l'avenir il sera plus attentif aux nouvelles concernant cette région du monde.

James Scoten et ses élèves

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87-5

Randy Blanchard

Title:

CLASSROOM IN THE SKY

Introduction

Some time ago it occurred to me that senior high school science, especially Physics, lacked real-life application which would satisfy and motivate students destined for engineering or other technical fields.

Consequently, I designed a program to integrate technology and science, focussing on aviation and space, and called it Aeroscience.

Titre:

AÉROCLASSE

Introduction

Il y a un certain temps, je me suis rendu compte que les cours de sciences du cycle supérieur du secondaire, en particulier ceux de physique, manquaient d'application pratique qui satisferait et motiverait les élèves se destinant au génie ou à d'autres domaines techniques.

J'ai donc conçu un programme appelé Aéroscience qui intègre la technologie et la science et dont l'accent porte sur l'aviation et l'espace.

Students

For the past three years at Forest Lawn Senior High School in Calgary, Aeroscience 25, a 125-hour, 5-credit program, has been offered to four classes of Grade 11 students having the prerequisite of Physics 10. During the same period, but in alternating semesters, three classes of Grade 12 students have participated in Aeroscience 35 for 250 hours (10 credits).

Description

Aeroscience 25 is the first component of this provincially approved program. Students apply theoretical physics to aerodynamics, structural design, propulsion, and space technology. They are also exposed to history, meteorology communication, navigation, air traffic control and air regulations. A broad spectrum of career opportunities is evident to students

through guest speakers and excursions through postsecondary institutions and the local aviation community. Inclass examinations by the Department of Communications and Transport Canada result in successful students obtaining radio licences and student pilot permits. The students pay for their own materials including the leasing of twin-engined aircraft which is used along with an intercom-headset system to complete the classroom in the sky.

The inception of the second part of the program, Aeroscience 35, followed a considerable effort to overcome liability and contractual concerns. In this course students apply advanced design theory and high technology fibre-reinforced materials to the construction of a full size aircraft. This aircraft is a canard configuration (no tail) rear engine, all composite (moldless construction with foam cores sandwiched between directional fibreglass) design. After three semesters of work the students completed the airframe and delivered the aircraft in June, 1986 to a private sponsor who funded the materials.

Evaluation

Student: In addition to tests and flight related assignments, each Aeroscience 25 student made a presentation to the class and was marked on the presentation. Students were tested by Department of Communications inspectors and awarded radiotelephone operators' licences if they achieved a 90 percent pass. Transport Canada air regulations inpectors gave two examinations and issued student pilot permits to successful students. Aeroscience 35 students were evaluated through aerodynamic design and materials, written tests and several practice projects demonstrating course technology. Transport Canada airworthiness inspectors and I evaluated actual aircraft components which the students completed.

Program: The success of any educational endeavour is largely measured by the impact on students during and after their school years as well as the impact on the community in general. Student motivation was exceptional with most students devoting extra-curricular time to the project. Some of the high achieving students would spend up to three times the required course hours. On their own initiative many students have realized potential in the technology studied and created spinoff items such as bicycle components and unbreakable hockey sticks. There have even been some students who have transferred to Forest Lawn High School in order to take the Aeroscience program. Many of the graduate students keep in touch with the program and most of these are currently pursuing technical careers in the aerospace indus-

try ranging from aircraft mechanics to pilots (both commercial and private) to aeronautical engineering. Some very non-motivated students have changed dramatically and demonstrated success in postsecondary institutions while pursuing aviation careers. They have come back to me especially to state they felt their success was due to the involvement in Aeroscience.

Conclusion

Students have found that technology-based science is exciting and motivating. School enrolment in Physics has increased dramatically including increased involvement of non-academic students. The students in these courses know and understand and can apply more about physics than any I teach in the traditional classes. I see that I have come upon a very powerful teaching strategy for science and want to continue to work on programs of this type, encouraging other teachers to undertake similar projects.

It seems the future "raison d'être" for science is through a union with technology. For my students it all started with a classroom in the sky.

Randy Blanchard and Students/Randy Blanchard et ses élèves

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Title:

SHAKESPEARE AND ELEMENTARY SCHOOL STUDENTS

Titre:

SHAKESPEARE ET LES ÉLÈVES DE L'ÉLÉMENTAIRE

Introduction

Shakespeare and Elementary School Students enables students to select activities, stimulated in some measure by the book read. Activities include simple illustrations, extensive research and original script-writing.

Introduction

Le projet "Shakespeare et les élèves de l'élémentaire" permet à ces derniers de choisir des activités, inspirées en partie par la lecture d'un livre, qui comprennent des illustrations simples, une recherche poussée et la rédaction d'un scénario original.

Students

Because of student appeal the project has been structured in such a way to include any student who is willing to make a conscientious commitment to do his/ her 'personal' best. Implementation is possible for elementary classes in which levels of excellence, self-direction, creative thought and expression, are fostered. Costs are minimal. One very positive feature of this project is that it enables any child in the class being taught to participate.

Purpose

- To encourage and nurture the abilities of all children;
- To develop the ability to express ideas clearly and fluently (oral and written areas);
- To build self-confidence through an accumulation of successful experiences;
- To stimulate a desire to explore 'quality' literature;

- To allow and provide opportunities for students to "grow" mentally, socially and emotionally;
- To enrich their personal and language experiences to date;
- To learn how to set goals, manage time and evaluate accomplishment;
- To develop, reinforce and enhance all areas of language arts skills-development (listening, reading, speaking);
- To create an awareness of and experience in, effective communications;
- To provide experience in independent study;
- To teach and apply the technique of "brainstorming".

Potential Outcomes for Students

To develop and reinforce:

- leadership qualities
- acceptance and demonstration of higher levels of responsibility and student-initiative
- improved self-concept
- desire to work to individual levels of excellence
- greater degree of independence acquired
- interest and desire for challenging activity
- advanced reading skills
- improvement in social interaction
- persistence
- sense of accomplishment
- evaluative abilities
- how to make decisions
- how to keep organized data, skim for important facts and record
- an awareness in how to divide labour effectively
- conscious awareness of individual strengths
- strategies for dealing with 'challenges'
- peer respect.

Description

Observing a keen student-interest growing in script-writing, necessary language arts skills such as the mechanics of dialogue-writing, punctuation and proofreading were taught. For transfer purposes, brief scripts were written, discussed and presented. This in itself, however, did not meet the interests and needs of all students.

Efforts to determine the nature of these interests and needs, led to the conclusion that 'challenge' was the missing ingredient. Consequently, one specific goal became to provide an enriched, in-depth literature study for students in Grades 3, 4 and 5.

A meeting was held to discuss an opportunity for students to participate in a challenging script-writing experience. Criteria for student selection was a desire for challenge and conscientious commitment to task.

Well-known playwrights and literary greats were researched and discussed with students. Interest surfaced in William Shakespeare because of 'some' familiarity with the name (source often being an older sibling).

The challenge was decided. WRITE AN ORIGINAL SCRIPT FOR ONE OF WILLIAM SHAKESPEARE'S PLAYS AND PRODUCE IT. Briefly what transpired was:

A limited number of tales from Charles and Mary Lamb's "Tales of Shakespeare" were shared with the students. Enough information was provided so that one tale could be selected for the purpose of writing an original script.

Students worked in groups of two and three and were responsible for writing a portion of the script. Each group consisted of at least one student with strength in language arts skills.

Drafts were proofread by the group and peer-evaluation conducted. A student script-committee assumed the responsibility of final editing.

A "read-through" was then held to assess continuity and general impact. Following, the script was hand-written on stencils, duplicated and assembled by the students involved.

Try-outs began with students being encouraged to try out for as many roles as they wished. Group evaluations were held and roles chosen based on student's ability to project voice and personality of character to an audience.

Further student activities were related to the creation and implementation of scenery, props, music, lights, invitations and some costuming.

Evaluation

Evaluation is an on-going process inherent in this project. It begins with the selection of one tale, formation of groups, draft phase, read-through, selection of who plays what role, the performance itself and all aspects related to presentation.

Students experience the evaluative process as it pertains to them as an individual, member of a group, their peers and their work.

Students are continually making decisions, establishing criteria and assessing accomplishments.

Encouragement to act on evaluation is consistently reinforced.

Skills being taught and applied are apparent in unrelated language arts assignments which serve as further measures of individual progress.

Much personal growth is inherent in this project also, which is observable in student presentations (oral).

Conclusion

Through Shakespeare with elementary students, individuals can be encouraged and guided through a personal stretch-and-grow period (emotionally, socially, academically).

This project affords students a means to discover their untapped potentials, abilities and talents.

Self-respect and a new awareness of the aforementioned assist students in taking another look at their peers. Appreciation of peers usually deepens and ability to have more positive social interactions prevail.

An accumulation of successful experiences enhances self-concepts and the desire for excellence heightens.

Awareness and feelings of pride in a job well done permeate presentation time.

The opportunity itself results in a positive rapport being nurtured between teacher and student.

Role-playing provides the 'outlet' many students need but often do not accept through conventional means.

The study of classical literature in itself brings many of today's real-life situations to focus. It serves to demonstrate that the social ills of long ago still pervade modern society.

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Title:

HELPING PARENTS READ TO THEIR CHILDREN

Introduction

This program is designed to encourage parents to read to their pre-school children because a child's experience with books before he/she enters school has been found to have a significant influence on the child's ability to learn to read once in school. The project was implemented in February, 1986 with a view to reaching approximately 800 infants and their parents each year.

Titre:

AIDER LES PARENTS À LIRE À LEURS ENFANTS

Introduction

Ce programme a été conçu afin d'encourager les parents à lire à leurs enfants d'âge préscolaire car on a noté qu'une familiarité préalable avec les livres influence considérablement la capacité de l'enfant à apprendre à lire à l'école. Ce projet a été mis en oeuvre en février 1986 dans le but d'atteindre chaque année environ huit cents enfants et leurs parents.

Description

Research has indicated that when children are read to they learn to read for themselves much more easily and naturally because they have positive associations with print. Children who have heard "bedtime stories" know the conventions of print; understand the language of books and have the opportunity to develop their imagination and concentration. Moreover, the children who have been read to have an adult reader as a model to emulate.

In order to promote the benefits of having parents read to their children, I have arranged for each mother delivering a baby in the St. Thomas Elgin General Hospital to receive a "reading package" in conjunction with the Welcome Wagon representative's visit to each mother in the hospital. For those Elgin County mothers who have their babies at other hospitals, the Public Health Nurses deliver the packages. This "package" consists of a

Mother Goose Nursery Rhyme Book, a pamphlet explaining why, when and how to read to children, an evaluation questionnaire and a letter from Elgin Women Teachers' Association who are funding the project.

Along with writing the pamphlet I have also developed a workshop for teachers which suggests ways for them to encourage parents to read to their children. To promote even wider public awareness of the value of the bedtime story I have also spoken at nursery school parent meetings and at various professional functions. Press coverage has been very favourable.

In order to cover the cost of the nursery rhyme book the project relies on donations from the local Women Teachers' Association as well as individual contributions.

Evaluation

Mothers who have received the package and completed the questionnaire are unanimous in their support of the project. The real success will be measured in about five years time when these children enter our school system and learn to read naturally. At that time also the parents of these children will know that they have played an important part in their child's school success. There is also an immediate benefit to the project. A relaxing and positive family atmosphere is developed through the bedtime story.

Conclusion

As a result of this project teachers have taken a new view of their professional role by affirming that they have a responsibility to their students even before they enter their classrooms. It also confirms that teaching of reading is an extention of the developmental process which begins years earlier in the home.

In summation, it is the goal of the early reading program to improve the reading ability of future students as well as develop the important role parents play in the learning process. It will also enhance teacher views of their profession and improve their understanding of the reading process.

87-8

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ENRICHMENT PROGRAM — MOCK TRIAL — "FROM ARREST TO DETECTION"

Titre:

PROGRAMME D'ENRICHISSEMENT — SIMULATION D'UN PROCÈS: "DE L'ARRESTATION À LA DÉTENTION"

Introduction

Twelve gifted elementary students in Grades 7 and 8 within the Timmins Board of Education were selected to partake in a Mock Trial, "From Arrest to Detention". Five complete days were required to enact the simulation from the theft of a ring at a local department store by a student to the actual enactment of the trial in the District Court House by all students. This project was started in 1985 and due to its success was repeated in 1986 and again in February, 1987.

Introduction

Douze élèves doués des 7e et 8e années, du conseil scolaire de Timmins, ont été choisis pour participer à un procès simulé, intitulé "De l'arrestation à la détention". La simulation a pris cinq journées complètes: depuis le vol, par un élève, d'une bague dans un grand magasin local jusqu'au déroulement simulé du procès à la cour du district auquel ont assisté tous les élèves. Ce projet, amorcé en 1985, a été répété en 1986 et en février 1987 à cause de son succès.

Objectives

The objectives of the program are:

- to increase skills pertaining to questioning techniques, critical analysis, and decision-making;
- to motivate and focus student interest on the concepts of justice and due process;

- to foster an appreciation of what it feels like to be a person involved in a trial;
- to identify contentious legal issues;
- to understand the role of court room personnel;
- to develop oral advocacy skills;
- to facilitate legal career awareness;
- to gain a basic understanding of the legal mechanism through which society chooses to resolve many of its disputes;
- to give students some practical knowledge about courts and trials which can be invaluable should they ever be a participant in a real trial;
- to communicate effectively both orally and in writing.

Description

The theft of a ring by a student was enacted at the local department store in Timmins with the approval of the manager. The student with the ring in her possession, was apprehended by a student store clerk outside the store. The student store clerk brought the accused to the security office, questioned her, and phoned the student police officer who arrived within minutes. Upon arrival, the officer read the student her rights, questioned and brought the thief to the local police station for fingerprinting and the issuance of an appearance notice. At the police station, all students observed proper police procedures demonstrated by the police constable in the area of fingerprinting. The enactment of the theft as well as the procedures in the police department were videotaped so that the participants could prepare their case for the trial.

After one day of enacting the offence and fingerprinting the accused, as well as the issuing of the appearance notice, the students were given three days to prepare their case. Roles for the trial were assigned on the basis of interest as well as those who volunteered for specific roles such as a defence attorney or judge.

On the fifth and last day, before a student judge, the case was acted out in the District Court House. The President of the local Cochrane North Bar Association addressed the students on their participation in the trial and their acquisition of some courtroom skills that must be developed to present evidence and arguments in a persuasive way to the judge.

Participation in the trial increased the skills necessary to present the defence or Crown's side of a case, persuasively, in court. In a criminal trial, as in many other fields, there is no "one right way" to try cases. The students, therefore, experimented with methods of examining witnesses, introducing exhibits, and making arguments.

Conclusion

Such a "hands on" learning activity requires the students to work in a cooperative manner as they prepare their part of the trial; it involves them in weighing evidence and organizing good argument, and will force them to consider the implications of concepts like "innocent until proven guilty". Preparing and presenting the enactment of the offence and trial will do all these things, and because the students are the active participants, it is motivational as well as fun.

By having the students participate in the enactment of the offence and the mock trial, they will be introduced to new skills and enriching some they already have. In the area of attitudes, the students will foster an appreciation of the considerations affecting decisions about guilt and innocence. Participation in such a learning activity will encourage the acquisition or an increase in skills pertaining to good questioning techniques and decision-making. Students learn quickly that by partaking in such an exercise they have an important duty to fulfill, a responsibility to themselves and to society. The students also realize that they must perform their duties to the best of their abilities in order to assure that justice follows the right course.

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Title:

MARGINAL STUDENT PROGRAM AND SUPPORT SERVICES

Titre:

PROGRAMME ET SERVICES DE SOUTIEN POUR ÉLÈVES MARGINAUX

Introduction

The goal of the project is to assist the marginal students to develop the commitment, skills and self-discipline to complete their secondary education. This goal is pursued by identifying the marginal students but keeping them integrated in a regular high school class; building in personal supports for them; taking specific steps to promote social bonding with the students and adults at the school.

Introduction

Le but de ce projet est d'aider les élèves marginaux à développer les aptitudes, l'autodiscipline et l'engagement nécessaires pour terminer leurs études secondaires. On y parvient comme suit: dépistage des élèves marginaux, qui continuent d'assister aux classes ordinaires du secondaire; établissement de services de soutien personnel pour eux, et prise de mesures précises pour promouvoir les liens sociaux avec les élèves et les adultes de l'école.

Students

In October, 1986, this project included forty-one students, nineteen males and twenty-two females, from 15 to 22 years of age. Twelve of these were native students from Northern reservations. All of the participants in this project were students who would not normally complete the school year. They were average to above average in ability, but were poorly motivated, having low self-esteem, exhibiting poor performance and attendance and were potential school dropouts. The challenge was to develop appropriate support programs and services so that they would stay in school and successfully complete senior high program expectations.

Description

This project focuses on the school-related reasons for student dropout. Schools cannot change most out-of-school variables which interfere with a student's success in school but schools should try to deal with school-related factors which impede students' success at school.

The following steps were taken to meet the goal of assisting marginal students to develop the commitment, skills and self-discipline to complete their secondary education:

1. A teacher coordinator was selected for the school to identify marginal students, negotiate a program for each student, counsel students on their personal/social needs, monitor the progress of each student, assist in building a bond of relationships between the student and the participating classroom teacher, and counsel parents.
2. Special courses were developed in Psychology to help students understand people better, in Sociology to help students understand the dynamics of society better, and in Peer Facilitator Training to train students as peer counsellors for marginal students.
3. An aide was assigned to the Teacher Coordinator to assist in the monitoring and recording of student attendance and performance. Approximately twelve regular classroom teachers receive these students in their regular subject areas. The teachers make senior high course expectations for these students, and, in the role of teacher advisors, attend to some of their personal needs.
4. Introduction of a program of this nature requires staff development for all participating staff. This has included workshops, site visitations, and program reviews.

The success of a program for marginal students depends on the active support and involvement of many staff members. That is the basis for the growth and development of the marginal student program at Miles Macdonell.

Evaluation

A wide range of evaluation procedures is used to generate a personalized profile of student success at school, e.g., academic progress reports, attendance reports, guidance reports, resource reports. Several evaluative reviews of the project have been conducted by a committee which included four Miles Macdonell staff members and a Superintendent's Department representative.

The above reports and review serve as a basis for monitoring and revising the program.

Conclusion

This project has offered a significant improvement in the performance of marginal students at Miles Macdonell Collegiate. By the second year of the project, enrolment in the marginal student support service increased from twelve to thirty-four students who, on their own, would not have completed the school year. Of the thirty-four students involved in the program, 75 percent of the students had an attendance of 85 percent or better. These students carried almost a full load in the subjects that they tended to fail, i.e., English, Mathematics, Physics, History and Biology. Their success rate in their courses was as follows: Grade 10 — 77 percent pass rate, Grade 11 — 81 percent pass rate. Students written off as certain dropouts are now attending classes on a regular basis and passing their courses.

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FORENSIC SCIENCE AND CRIMINOLOGY

Introduction

When aspiring forensic scientists are asked to prove a suspect's guilt or innocence in a mock "break-in" case study by performing specific tests on evidence, you are guaranteed instant motivation to learn! The Forensic Science and Criminology unit is an integrated study of "detection". The stress on investigative skills extends beyond the scientific processes and lab skills. Problem solving great mysteries in our world's history, such as the "Shroud of Turin" and the "Rosetta Stone", provide great challenge. Research skills and higher level thinking skills are required and developed. Communication through reading, writing, listening, viewing and presenting allows each student his/her own expression of ideas about "detecting".

Titre:

SCIENCE MÉDICO-LÉGALE ET CRIMINOLOGIE

Introduction

Demandez aux élèves se destinant à la science médico-légale de prouver l'innocence ou la culpabilité d'un suspect dans un cas simulé d'effraction en effectuant des tests précis sur des pièces à conviction et vous ne manquerez pas de les motiver à apprendre! L'unité d'apprentissage "Science médico-légale et criminologie" est une étude intégrée de la criminalistique. L'accent mis sur les techniques d'investigation ne se borne pas au processus scientifique et aux techniques de laboratoire. La solution de grands mystères de l'histoire mondiale comme le saint suaire de Turin et la pierre de Rosette constitue un grand défi. Il faut utiliser des techniques de recherche et une capacité supérieure de raisonnement et, par conséquent, les développer. Grâce aux moyens de communication – lecture, rédaction, écoute, visionnement et exposés – chaque élève peut exprimer ses idées sur la criminalistique.

Students

This unit of study has been introduced in over thirty Halton elementary schools in each of the last three years. Regular Grade 6 classroom teachers have adapted this unit to their particular students' needs. Gifted Grade 5 and 6 students in segregated environments have made excellent use of the unit; its issues and outcomes.

Objectives

There are three main objectives:

1. To develop scientific and communication skills;
2. To develop problem solving techniques;
3. To develop a better communication between community and educational resources encouraging students to understand the law more fully and its role in society.

Description

The unit offers a fairly structured format when students are performing the experiments, recording results etc. Partners, individual students or small groups may actively participate in the scientific portion. Integrating the program with Language and Social Science areas allows teachers freedom to individualize, to organize in large and small group situations (panel discussion ...). This unit can also provide the basis for gifted students to create their own crimes and perform the required experiments on evidence they have prepared.

Teachers are required to prepare "evidence" packages before initiating the unit. All materials necessary are inexpensive and readily obtainable within a school. Field trips to Court Houses, regional and provincial forensic labs will be an additional expense. The highlight of the unit is a visitation by the local Forensic Police Officer who will show slides, perform demonstrations (fingerprinting) and enter into topical discussions with students.

Police investigation is an exacting profession requiring each student to match, record and determine in detail the findings of the evidence provided. To do this, "forensic" students perform a series of specific tests to validate their decision, (i.e., forgery, soil samples, paper chromatography, use of microscope equipment). A student "case study" booklet helps to organize and make available pertinent facts about the case.

The Halton Regional Police have worked closely with the school board to provide excellent personnel to act as resources for the "science" in the unit. This community effort has provided the ground work for student awareness and respect for law enforcement and crime prevention.

The unit can provide a forum for students to share views and offer opinions about many "detection" issues: fingerprinting, forgeries, surveillance,

etc. During the forensic scientist's slide show, he reinforces the authenticity of students' investigations as he is shown preparing evidence for use in court.

Even after students have drawn their conclusions about the suspect, the interest continues. Mock trials can take place allowing students to role play court room characters. Newly created crime scenarios involving the scientific tests can be a great challenge! Debates on law enforcement issues provide an excellent forum for discussion: gun control, capital punishment ...

Evaluation

This unit requires each student to develop scientific and communication skills in a "case study" booklet. This is a record-keeping device which will outline crime details, provide lab sheets for each experiment following the scientific investigation method. Students will be able to make conclusive statements about the guilt or innocence of the suspect after referring to the checklist.

Conclusion

This is an unusual science unit which has not only integrated school skills across the curriculum but also has utilized an excellent community resource in an innovative way. It has created a link between two influential community resources: the school and the police force in a unique and supportive way. Students' positive responses and attitudes attest to the unit's success.

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Title:

EXPERIENCING POETRY

Titre:

VIVRE LA POÉSIE

Introduction

The lessons in this project provide a complete range of thinking skills for the study of poetry. The project resolves the frequent classroom tension between analysis and creative individual response by showing how the two are part of a continuous process. This is done by placing a unique emphasis on creative response skills, and by showing how analysis, at the end of the process, can structure response for critical writing or oral presentations.

Introduction

Les leçons qui composent ce projet offrent une gamme complète de moyens de réflexion pour l'étude de la poésie. Le projet met fin aux tensions fréquentes qui existent en classe entre l'analyse critique et la réaction créatrice individuelle en montrant que ces deux aspects font partie d'un processus continu. On obtient ce résultat en mettant l'accent, de façon unique, sur la réaction créatrice et en montrant comment l'analyse, au terme du processus, peut permettre de structurer cette réaction pour une rédaction critique ou un exposé oral.

Purpose

The purpose is to show that critical thought and expression is not opposed to creative individual response, but an extension of that pleasure. The lessons demonstrate the relationship between the initial "experience" of a poem and the final description of that in critical, analytical language.

Description

The first two lessons introduce students to open and closed frames of mind to prepare the ground for a consideration of poetry. Students normally come to class unprepared for open, lateral thought. They expect to be involved in analysis and judgment. Two theatre warm-up games used

together in Day One, point out that coming to conclusions or judgments too quickly prevents richness of response to any experience.

In Day Two, this understanding of the value of non-judgmental responding is brought closer to reading and poetry, through a look at visual art. It is here that the central Gestalt method of "looking" and being aware is introduced. Students begin to see that understanding, and more understanding emerges from simply paying attention. The technique is a strong antidote to the tendency of some readers to gobble or skim, when slower, more meditative reading is more appropriate to reading literature.

The technique is then applied to the reading of poems, and, finally, the student is shown a way to begin composing about poetry from an open response mode, and to gradually shape that into what we call critical analysis.

The project does not treat right brain activities as just an interesting sideline or experiment, but rather as an integral part of the study of poetry — as teachable skills that can improve reading and response.

"Experiencing Poetry" is unique in several ways:

1. It deliberately delays discussion concerning the "meaning" of a poem to the end of the process.
2. Creative, non-judgmental response techniques are presented as integral to the understanding of poems.
3. Reading pleasure and critical expression are made part of a single continuous process.
4. Teacher and student are made equal before the poem and the teacher is asked to assume a "coaching" role to encourage new student behaviour in the reading of poetry.

Evaluation

The teacher can use his/her own methods for evaluating the assignments in the lessons.

A unique opportunity here, however, is in the evaluation of creative response. The teacher will be able to observe students in verbal activities distinct from analysis and both student and teacher can learn something new about their roles in the classroom and their relationship to poetry.

Both teacher and students might keep a log concerning the daily activities and what is gained from them. Students should be encouraged to consider the classroom as a lab, the activities as experiments, and the log as a place to write up their understanding of what has gone on.

Conclusion

The greatest contribution that "Experiencing Poetry" can make is in the marriage it makes between the intuitive and logical intelligences. It establishes a balance between them through a process that moves smoothly from creative response to critical analysis. Students will learn how to think about poetry without "killing it"; teachers will harness pleasure-centered response activities for critical expression.

"Experiencing Poetry" produces a responsive frame of mind quite different from that established by Socratic questions which direct the student down paths prepared by the teacher. By using awareness, or observations, as the basis on which to build patterns of response, the lessons here become an heuristic — a way by which one can discover what a poem means by "experiencing" it.

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HOCKEY CARDS AND COMPUTERS

Titre:

CARTES DE HOCKEY ET ORDINATEURS

Introduction

This unit of work revolves around the integration of the computer into as many areas of the curriculum as possible. It is hoped, through this unit, to give the computer a higher profile in the classroom and to overcome the difficulty of having only one computer for thirty-five students. The project is used in a Grade 5/6 class.

Introduction

Cette unité d'apprentissage est centrée sur l'intégration de l'ordinateur dans le plus grand nombre possible d'aspects du programme d'études. On espère ainsi faire mieux connaître l'ordinateur et surmonter l'obstacle que représente le fait de n'avoir qu'un seul ordinateur pour trente-cinq élèves. Le projet est mis en oeuvre dans une classe de 5e et 6e années.

Objectives

The objectives for this program are as follows:

1. To introduce the students to a data base program;
2. To integrate the computer into other subject areas;
3. To create in the students an awareness of the computer's affect on their lives;
4. To have students experience the computer's ability to store and manipulate data;
5. To demonstrate that the computer can be a useful tool, not just a "game" machine;
6. To help students develop some computer literacy;
7. To help students feel more comfortable with the computer.

Description

Hockey cards were chosen for use in this unit because of the novelty of having them used in the classroom. Hockey cards also lend themselves to this kind of a program because of the amount of data on them and the concise form in which it is recorded. Students were encouraged to bring in cards. Displays were made of them which generated interest. After the class viewed an O.S.R. card, a discussion ensued as to who keeps information on individuals, how it is stored and where it is stored. Using chart paper, the teacher recorded the different organizations that acquire information about individuals. A look through the teacher's wallet (i.e., O.H.I.P., driver's license, car insurance) demonstrated to the students the number of organizations that do have information stored on individuals. A discussion was held to talk about the advantages and disadvantages of large amounts of information being stored about individuals. (Chart paper was used to keep track of the class's impressions of this situation.) The aforementioned discussion opened the door for the introduction of the data base program. It was explained to the class that a program called a data base is capable of storing and manipulating large amounts of information on a computer.

The next step was to introduce and demonstrate the operation of specific data base progam (Merlin Enterprises, Data Manager). This program has "help windows" which make it easy for students of this age to operate. The main steps and commands were recorded on chart paper for display.

The class looked at their hockey cards and the information stored on them and together agreed on the specific information which would be recorded by each student on the data base. This information was recorded on chart paper for display. Each student chose one card, entered and saved the required information on the data base (as per class outline developed on chart paper). Possible titles of output were discussed and agreed upon. On completion of all students' input, various printouts were made, i.e., alphabetical order, average number of goals, assists or total points, greatest to least etc. Printouts were displayed along with other completed activities.

Due to the availability of only one computer for the classroom, the integration of other subject areas took place as each individual recorded his/her data from their chosen hockey card:

Math – The data base does averages, means and totals. These topics were studied during math class.

Spelling – Computer jargon, specifically data base instructional words and hockey card words were used to make up weekly spelling lists and exercises.

Creative Writing	–	Each student selected his/her favourite player to write to. To ensure a quality letter, proper letter format was taught and types of information included in the letter were outlined.
Environmental Studies	–	Map skills were taught locating places on a map using an atlas's index and grid. The students chose any ten cards and using the cities on these cards marked them on a map.
Art	–	The class discussed the value of logos for teams, businesses, etc. They also discussed what makes a good logo using the hockey cards as examples.

Evaluation

Students were evaluated on completed projects. Students were encouraged to evaluate their peers in an effort to improve the quality of their work. They were encouraged to develop their own ideas to enter on the data base, i.e., favourite T.V. programs, favourite rock groups, movies, etc. Displays of the students' work elicited comments from other classes and staff members. Students' contributions to discussions were also evaluated.

Conclusion

In our technological society, hands-on experience with a computer is very important. By working through Hockey Cards and Computers, students realize that the computer can assist them in their learning and is a machine which they can program to perform a task.

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87-13

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Title:

INTEGRATION IN THE JUNIOR HIGH SCHOOL: A HANDBOOK FOR PARENTS

Titre:

INTÉGRATION AU CYCLE INFÉRIEUR DU SECONDAIRE: GUIDE DES PARENTS

Introduction

Special needs students have the right to be educated in the same schools as other students. Realization of this right has resulted in the integration of special needs students into the regular school system.

There are many things a parent can do to help his/her teen fit into the Junior High School. This project has designed a handbook to focus on some of these things, so that the integration experience will be a happy and meaningful one for the teen, and a rewarding one for the parent.

Introduction

Les élèves en difficulté ont le droit de recevoir leur éducation dans les mêmes écoles que les autres élèves. L'exercice de ce droit a entraîné l'intégration des élèves en difficulté dans les écoles ordinaires du système scolaire.

Un parent peut faire beaucoup pour aider son enfant adolescent à s'intégrer dans une école secondaire du cycle inférieur. Au cours du projet, un guide a été conçu pour préciser certaines des choses qui feront en sorte que l'intégration soit heureuse et enrichissante pour les adolescents et satisfaisante pour les parents.

Students

This instructional package was developed for parents of mentally handicapped adolescents and teens (ages 12-17) entering Junior High School for the first time. These special needs students are integrated as much as possible with other students in the school, both in regular classes and in extracurricular activities.

Objectives

General

1. To foster acceptance of mentally handicapped teens by their peer group.
2. To promote effective and meaningful integration in the Junior High School.
3. To encourage parents to apply the principle of normalization to all aspects of the mentally handicapped adolescent's life.

Specific

To increase parents' awareness so that they can:

1. identify the general characteristics of adolescents;
2. compare the characteristics of mentally handicapped adolescents and non-handicapped adolescents and conclude that these characteristics are more similar than they are different;
3. differentiate between aspects of personal appearance that are appropriate for an adolescent and those that are not;
4. identify leisure-time activities that are appropriate for adolescents;
5. identify the appropriate settings of leisure-time activities for mentally handicapped adolescents as being the same as for non-handicapped adolescents;
6. differentiate between personal behaviours that are appropriate for adolescents and those that are not;
7. recognize that the physical maturation rate of handicapped and non-handicapped adolescents is similar;
8. indicate acceptance that mentally handicapped adolescents are sexual beings, as are all people;
9. identify appropriate outlets for the emotional and sexual feelings of adolescents;
10. formulate life-goals and long-term expectations for their mentally handicapped adolescent;
11. identify optimum independence and future employment as life-goals for mentally handicapped adolescents, as well as other adolescents.

Description

This instructional package has been designed to make parents aware of things they can do, or should refrain from doing, to enchance the normali-

zation process for their adolescent and thus promote his/her acceptance and effective integration in the Junior High School.

During the first week of school, parents are invited to the school for an informal orientation session. The handbook is presented to parents, and during the session, the teachers outline each section and highlight the main points.

Following the presentation, parents are invited to participate in a discussion and question period. At the end of the session, parents are given a copy of the handbook to take home.

A list type of format (Do's and Don't's) was chosen to present the material in the handbook because it is clear and direct. Illustrations help to emphasize important points.

For parents who are unable to come to the Orientation Session, or who are reluctant to visit the school, the teachers would visit the home to go over the handbook and then leave it with the family.

Evaluation

The handbook has received a positive response from the parents involved to date. Many of the suggestions are being practised by these parents. Their adolescents' appearances and behaviour are noticeably more age-appropriate as a result. Any differences that may be perceived by other students are being minimized, and this is contributing to an atmosphere of genuine acceptance and integration in the school.

Conclusion

Acceptance by the group increases a student's self-confidence and self-esteem, and fosters an atmosphere in which that student can learn and grow. Such an atmosphere can provide a special needs student with more meaningful life experiences than even the best teacher could provide in an isolated setting.

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Name and address of school:

Programme Mile-End
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Title:

PROGRAMME MILE-END: AN ALTERNATIVE PROGRAM FOR DISAFFECTED YOUTH

Titre:

PROGRAMME MILE-END: PROGRAMME DE RECHANGE POUR LES JEUNES ASOCIAUX

Introduction

Programme Mile-End is an alternative school situated in an office building that caters to forty-five young people who have not been able to succeed in the regular high school. Consisting of dropouts, pushouts, and other disaffected young people, the clientele follows a course of study that includes core academic subjects as well as work and life skills.

Introduction

Le programme Mile-End, une école parallèle située dans un édifice à bureaux, s'adresse à quarante-cinq jeunes gens qui n'ont pu réussir dans les écoles secondaires ordinaires. La clientèle se compose de décrocheurs, d'expulsés et d'autres jeunes asociaux, et suit un programme d'études qui comprend des matières générales obligatoires, et la préparation à la vie et au travail.

Students

Programme Mile-End students range from 15 to 19 years of age. The

students have been identified as Early School Leavers and potential drop-outs. Their common characteristic is a complete disaffection with the regular high school. They see themselves in negative terms, as in fact do many of their former teachers. They are usually old for their grade level and frustrated at their inability to pass academic courses. Though they acknowledge the importance of graduation, they have given up hope of achieving it. They have dropped out of school, been pushed out for their acting out behaviour, or are about to quit in frustration. In many cases these same students are entirely capable of success at the regular level, but have lost all motivation to do so.

Purpose

The purpose of Programme Mile-End is to give a second chance to these students, to renew their ambition and hopes for the future, to provide them with meaningful academic success, and to turn around their pattern of behaviour and social interactions. In short, the program attempts to remold its clientele into productive and energetic members of society, whether it involves their continuing education and training, or their entering the labour force.

Description

The program lasts one year. During this time students continue their academic preparation during mornings by working in small group sessions. English, French, math and word processing are offered in a tumbling timetable. Afternoons involve guided study sessions, community visits, special guest lecturers, and other work and life skill activities.

The school is located in a modern downtown office building that is shared with doctors, lawyers, and businesses. It attempts to create an atmosphere that relates to the realities of the work world instead of the traditional high school building.

Programme Mile-End attempts to rebuild the confidence of its students by enabling them to succeed academically. It is the program's philosophy that nothing can replace the importance of real academic success, and such achievement is a prerequisite to improve self-esteem and motivation. The small group sessions and individualized instruction allows students to work at their own rates. In addition, all students have been trained in the use of word processors so they are able to learn the art of editing and perfecting of written work.

Secondly, students work closely with an advocate-teacher. Each week, students take part in private interviews with a staff member to go over the previous week's problems or achievements. Immediate feedback is provided to students and their teachers.

Thirdly, students take part in weekly personal development sessions.

Arrangements have been made with a municipal library sharing the building to offer guest lecturers to the general public as well as students. Doctors, nutritionists, and police officers are among those who come to share their knowledge and experience.

Fourthly, there is a conscious effort made to create a professional work related atmosphere to prepare students for entry into the world of business. Word processing is a key component of instruction as are Edward DeBono's CORT thinking strategies. A small business course has been set up for non-credit work to familiarize students with the potential of self-employment. Video cameras and mock interviews are used to prepare students for personal job interviews. All students have a chance to become office secretary and assume real responsibilities of dealing with the public and performing office tasks.

Evaluation

Students are evaluated each week as part of their private interviews. They also write formal examinations at the ministry and board level for Quebec High School Leaving credits, both in June and in January, when semestrials are offered.

For a clientele characterized as skipping school, students at Mile-End learn to take attendance and punctuality very seriously. Most also have succeeded in remaining in the program: 67 percent of the first year's students were still giving it their best shot in June, 1985.

All students have formed a strong bond to the school and the teachers, and all have indicated how much they have enjoyed the program. A survey of student satisfaction was carried out based on Colson and White's Satisfaction Questionnaire (1985). Mile-End students tested above average in nearly all aspects of satisfaction, and stressed their interpersonal relationships with teachers and other students as very satisfying.

Conclusion

The staff at Mile-End feel its program has been successful and effective for the students who have passed through it. Moreover, they themselves, feel rejuvenated and excited by the daily challenges and rewards coming their way. They feel they have rarely worked harder, yet have never enjoyed their teaching more. The autonomy of operation and responsibility to respond to the real needs of their student clients have created a small but wonderful place in which to work.

The teachers at this school are proud of their accomplishments and would hope that Programme Mile-End could possibly serve as a model for other projects to follow. In so doing, they would not only help to meet a tremendous need that still exists in the large urban school system, they would also serve to revitalize any lucky teachers that might be involved.

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Title:

EVALUATION TECHNIQUES: A HANDBOOK FOR TEACHERS

Introduction

Four teacher members of the British Columbia Primary Teachers' Association researched the libraries at two British Columbia universities and came to the conclusion that although there was material on evaluation, there was decidedly a need for a comprehensive Evaluation Technique Handbook for every classroom. The contents would need to:

1. define evaluation,
2. state its purpose,
3. cite every possible technique,
4. discuss each technique for its characteristics, appropriateness and pitfalls, and
5. provide samplings of each of these techniques.

Titre:

TECHNIQUES D'ÉVALUATION: GUIDE DU PERSONNEL ENSEIGNANT

Introduction

Quatre enseignantes, membres de la British Columbia Primary Teachers' Association, ont effectué une recherche dans les bibliothèques de deux universités de la Colombie-Britannique; elles ont conclu que, malgré la documentation existante, un guide complet des techniques d'évaluation était réellement nécessaire pour chaque salle de classe. Ce manuel devrait:

1. définir l'évaluation;
2. exposer ses buts;
3. citer chaque technique possible;
4. présenter les caractéristiques, la pertinence et les inconvénients de chaque technique; et
5. fournir des échantillons de chacune des techniques.

Background

Pupil evaluation is a sensitive, systematic, continuous process of determining which and how well learning outcomes are achieved. Effective evaluation must reflect the curriculum, sample higher thinking, and be in concert with the unique developmental levels of the pupil. Evaluation is not merely a collection of data from external standardized testing.

However, current trends and political pressures have compelled some teachers and policy makers to subject very young learners to normative external testing programs and exclusively use the data from these instruments for promotion, comparison, labeling and placement.

In an attempt to help those youngsters who are or will be caught in this dilemma, four primary teachers who meet periodically for professional purposes made a commitment to take away the emphasis on external testing. They began to research and explore more suitable evaluation techniques.

Objectives

Clearly there were three main objectives. These were:

1. To develop statements about the purposes and goals of evaluation;
2. To cite and discuss as many evaluation techniques as were considered purposeful and practical;
3. To encourage teachers of young children to demonstrate their knowledge of these evaluation techniques and insist on an evaluation process which would benefit the pupils.

The teacher team hopes that in the future policy makers and classroom teachers would:

1. Use the Handbook as a stimulus for developing appropriate evaluation programs;
2. De-emphasize the use of a single external normative test.

Description

The researching and writing of the Evaluation Techniques Handbook was a two-year project. The information in the Handbook discusses the purposes of evaluation. Subsequently it discusses sixteen recommended techniques.

Discussion is in the form of:

1. Characteristics
2. Samples
3. Cautions

The techniques/processes discussed are:

1. Check lists
2. Professional judgement
3. Cumulative lists
4. Rating scales
5. Conferencing/interviews
6. Contracts
7. Peer evaluation
8. Self-evaluation
9. Observation
10. Time samplings
11. Simulation/drama
12. Oral tests
13. Written tests
14. Portfolios
15. Audio Video
16. Card files

Conclusion

"Evaluation Techniques: A Handbook for Teachers" has indeed realized its original objectives. Since the first presentation of this resource one year ago, appropriate evaluation of young learners' progress has become a focal issue. Teachers, parents and administrative personnel are meeting to review previous practises. To date, team members have been called upon to twelve different school districts for seminars and in-service.

The problems are out in the open. Evaluation has become a key concern. The project has had a definite impact!

87-16

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Frank McGeachy

Title:

TEACHING THE SCIENTIFIC PROCESS AND ATTITUDE IN THE HIGH SCHOOL PHYSICS LAB

Titre:

ENSEIGNER L'ATTITUDE ET LE PROCESSUS SCIENTIFIQUES DANS LE LABORATOIRE DE PHYSIQUE D'UNE ÉCOLE SECONDAIRE

Introduction

This program attempts to allow and encourage the student to:

1. practise problem recognition and identification;
2. use all of the process components in the scientific method at the higher taxonomic levels;
3. develop the ability to think independently;
4. monitor and criticize his/her uses of the scientific process;
5. use and recognize the benefits of metacognition;
6. provide feedback as to the effectiveness of the program;

Introduction

Ce programme tente d'encourager les élèves à:

1. mettre en pratique le repérage et la définition des problèmes;
2. utiliser toutes les composantes de la méthode scientifique des niveaux supérieurs de la taxinomie;
3. développer leur capacité de penser de façon indépendante;
4. observer et critiquer leur utilisation du processus scientifique;
5. utiliser et reconnaître les avantages de la métaconnaissance;
6. fournir des observations sur l'efficacité du programme;

7. analyze how the student body uses the process component inventory and provide the teacher with the analysis.

7. analyser la façon dont la population étudiante utilise l'inventaire des composantes du processus et fournir cette analyse à l'enseignant.

Students

The target group includes 15/16 year old Alberta High School students in their first year of a physics program. The program has involved approximately 270 students in ten Grade 11 classes from September, 1985 to the present time. This is an ongoing program.

Description

Instead of a collection of unrelated problems requiring a stereotyped solution, the student is supplied with broad areas of study and is invited to recognize and define an associated problem with the aid of a device called a matrix. Once the question/problem has been recognized, the student will solve it using a suggested process inquiry route as a guideline. In this way, each student explores an area at his/her level in his/her peculiar fashion. As a result, the course is multi-level, with one level for each student in the group. In a real sense, each student has a personalized tailor-made course.

The only additional materials required are the matrix and the process component inventory.

In scientific problem solving where experiments are necessary, I have identified four separate and distinct modes of operation. Each of these is defined by its nature and no more. The first, I termed *routine techniques*. These entail the safe and skillful use and knowledge of lab equipment and rudimentary procedures. Routine techniques are the principal ingredients of scientific investigation.

Probing is the informal study of phenomena or systems. Often the first interaction a scientist has with a problem will involve probing as the investigator gets a feel for the subject of his/her attention.

Measurement is often more sophisticated and calculated than probing and indeed may flow from it. It is the quantitative determination of a local or universal physical quantity. Measurements include problems such as finding how far the moon is from the earth and determining the salinity of the Pacific Ocean.

Usually, with few exceptions, the most sophisticated scientific inquiry is the *relationship search* where the scientist tries to see whether one variable at a time will have a measurable effect on another variable. The relationship search may be qualitative or quantitative.

These are four operating modes a person making a scientific study may use. Whether there are indeed only four is not important here. The crucial

point is that scientists think in one of these ways, when they wear their scientist hats. If a student is engaged in a laboratory exercise and is required to think like a scientist, then he/she should be thinking in one of the *available* modes. In being provided with a choice of thinking formats, the student has a road map. After choosing a route, the student can remake the road as he/she sees fit in the process of solving the immediate problem.

When a student has these four keys, topics of study which were once monoliths now shrink or fracture into manageable pieces. The student can apply linear thinking in a way appropriate to his/her agenda. The strategies are presented to students in the form of a matrix.

THE MATRIX

EXERCISE	Predetermined	Prompted	Creative
Routine Technique			
Probing			
Measurement			
Relationship Search			
Other			

STUDENT RESPONSIBILITY ——————→

The matrix furnishes the student with a set of options which are much easier to cope with than the blank wall that is the alternative. I have found it takes most students no more than a few class periods to withdraw from their addiction to conformity and to come to terms with the matrix, and it is now well known as a stress reliever. Vacillation and indifference have been greatly reduced since the inception of the matrix.

Conclusion

This system is more powerful and versatile than the Learning Cycle Approach of Karplus, Renner, et al, and is still Piagetian based. It subsumes the Learning Cycle and will soon be applied usefully in other areas, scientific and non-scientific.

Few, if any, teaching strategies have attempted to foster problem recognition/identification skills with comparable intensity or direction. This idea has been singularly successful to this specific end. I know of no other science course which actively encourages the confrontation of each and every

component of the scientific process, and which allows the individual to decide for himself/herself which are appropriate to a specific study.

People who have learned to recognize and define problems have been the ones who eventually solved them. The matrix has given each student a skeleton key which can open doors which otherwise would remain closed. It is only after a door has been opened that a student can explore what lies beyond (with the aid of the inventory). This is the antithesis of the pre-Galilean condition where the answer carried more import than the question.

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Title:

SKW'UNE-ẆÁS: A SQUAMISH CULTURAL IMMERSION PROGRAM

Titre:

SKW'UNE-ẆÁS: PROGRAMME D'IMMERSION CULTURELLE SQUAMISH

Introduction

This cultural program focuses equally on teaching *what* members of a culture do in given situations and *why* things are done in a certain way.

If harmonious relationships are to exist between those of us sharing this planet earth, increased understanding and respect among cultures is a prerequisite. We must know what is valued in each other's cultures and how those values are

Introduction

Ce programme culturel met l'accent de façon égale sur *ce que* les membres d'une culture font dans des situations données et *pourquoi* ils le font d'une certaine façon.

Si nous voulons que des relations harmonieuses existent entre les personnes qui partagent cette planète, nous devons d'abord accroître la compréhension et le respect entre les cultures. Nous devons connaître les valeurs des différentes cultures

expressed. Only then can our responses be appropriate. To accomplish this comprehension, cultures must be understood in an affective as well as an intellectual sense; knowledge must be the result of first-hand experience with a culture as well as extensive study of it.

et savoir comment ces valeurs s'expriment. Ce n'est qu'alors que nous pourrons réagir de façon convenable. Pour ce faire, nous devons avoir une compréhension émotive aussi bien qu'intellectuelle; notre connaissance doit découler d'une expérience personnelle et d'une étude complète.

This program models a unique response to this need, and in so doing has caused significant growth in understanding and respect between cultures.

Ce programme répond de façon originale à ce besoin. Il a considérablement accru la compréhension et le respect entre les cultures.

By providing the "attitudinal glue" which makes information meaningful, the classroom and the community, in terms of students, teachers and parents (volunteer "elders") involved, have become richer environments.

Parce qu'elles ont su "cimenter" les comportements qui donnent un sens aux renseignements, la salle de classe et la collectivité — c'est-à-dire les élèves, le personnel enseignant et les parents ("aînés" volontaires) intéressés — sont devenues des milieux plus riches.

Students

The program involves Grade 4 students throughout the North Vancouver School District.

Objectives

1. To enhance the students' understanding of and respect for Native Indian culture in general and the pre-contact longhouse culture of the Squamish people in particular;
2. To create an enrichment component for the present Native Studies curriculum for Grade 4 students in North Vancouver schools;
3. To provide a cultural program which will allow students to:
   a) live in a Coast Salish longhouse, built and furnished as it would have been in pre-contact times,
   b) participate in the activities and the traditional daily lifestyle of the Coast Salish people of the Squamish Valley during that time, and
   c) learn how to use the culture's artifacts;
4. To make available a variety of activities that will create a greater under-

standing of the beliefs and attitudes of the Coast Salish culture in relation to:

sharing
the seasons
respect for others and Nature;

5. To participate in activities with the Native people of the Squamish area at the longhouse site.

Description

The development of this curriculum began with a conference at North Vancouver School District's Outdoor School in Paradise Valley where Squamish Indian people, North Vancouver District educators, and a few non-Native guests knowledgeable in Northwest Coast Indian culture came together. At that conference in February, 1985 we listened to the Squamish people speak of the values and attitudes and ways of life which were their culture. We learned of their family roles and structures, their beliefs in educating by example. They talked to us about their religious beliefs and their language, their experiences of the past and hopes for the future of the Squamish people. Both Indian and non-Indian came away from the conference with a heightened understanding of and respect for one another. We were excited by the sharing that had taken place and were determined to convey, in the longhouse curriculum, the same sense of partnership between cultures.

Our approach to writing the curriculum was to determine the major understandings or structures which seemed to inform and be important to all aspects of Squamish life. These were: to respect and care for all life forms; to value sharing as central to group survival; to live in harmony with the seasons which determine the pace and quality of life. With these understandings as our guide, we began to write. Throughout the development and implementation of this program, the most vital element was, and is, the continuing involvement of the Squamish people. If the program successfully meets its objectives, it will be because we have worked well together.

We have called the program SKW'UNE-ẆÁS, the Squamish word for partnership.

Evaluation

In its initial stages, SKW'UNE-ẆÁS is being carefully evaluated to determine that its prime objective, to enhance the understanding of and respect for Native Indian peoples and their cultures, is being met.

An extensive evaluation of the curriculum and the longhouse activity is completed by teachers and the five adult volunteer "elders" which accompany each class. Direct observation of children's interactions on site and,

subsequently, back in the classroom, are undertaken by teachers and by the team chairperson. This qualitative measure is in terms of behaviour stressed in the curriculum, sharing and respect, which should translate into more cooperative classroom learning and in terms of affect, attitudes towards Native Indian peoples and cultures demonstrated in students' art, poetry, stories and letters.

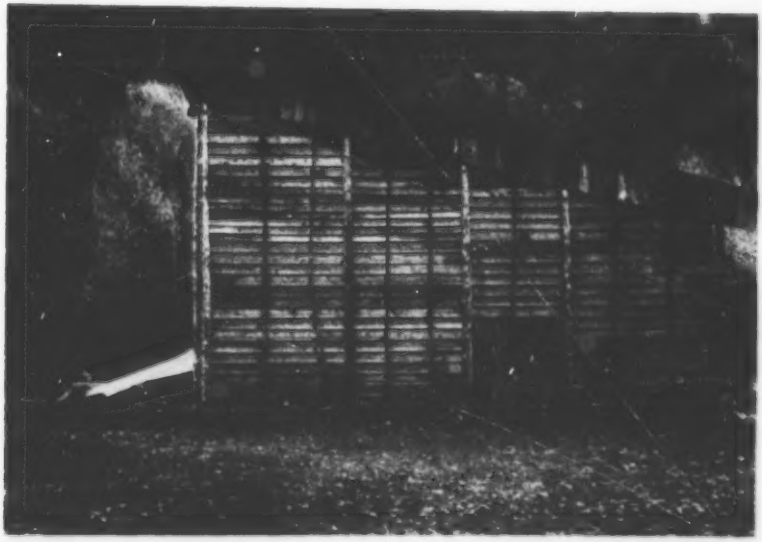
The team chairperson also interviewed a number of students from participating classes to determine their understanding of their longhouse experience.

There is substantial evidence that the prime objective is being solidly met.

Conclusion

It has been the norm in the teaching of culture to view the group being studied as static, fixed in time with specific values, a particular form of dress, special foods, all of which encourage observation of the culture as if behind museum glass. There is little opportunity to appreciate the dynamic response to changing conditions which mark a culture as alive and growing.

The dramatic impact of contemporary Indian people guiding students through the experience of their rich past makes the statement of a valued and still valuable culture.



Coast Salish Longhouse/Longue habitation Salish de la côte ouest

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Allan Melenchuk and Students/
Allan Melenchuk et ses élèves

Title:

NATIVE INDIANS AND EURO-CANADIANS: A CROSS-CULTURAL TRAINING PROGRAM

Titre:

AUTOCHTONES ET EUROCANADIENS: PROGRAMME DE FORMATION INTERCULTURELLE

Introduction

The 1981 Canadian Census indicated that the population of Saskatchewan is multi-ethnic, multicultural and racially diverse. However, the schools in Saskatchewan are largely ethnocentric in their curricula, language of instruction and attitudes toward racial, ethnic and cultural groups. Many minority students, particularly those of Native ancestry, experience varying degrees of prejudice, alienation and frustration in our school systems. Part of the problem stems from the negative attitudes harboured by white students. The racial and ethnic attitudes of elementary school children are of particular concern in the type of cultural setting that exists in Saskatchewan since it is during the early formative years that the foun-

Introduction

Le recensement canadien de 1981 indique que la population de la Saskatchewan est multiethnique, multiculturelle et diversifiée sur le plan racial. Toutefois, les écoles de la Saskatchewan sont largement ethnocentriques en ce qui concerne le programme d'études, la langue d'enseignement et les attitudes à l'égard des groupes raciaux, ethniques et culturels. De nombreux élèves faisant partie des minorités, en particulier les autochtones, ressentent à divers degrés les préjugés, l'aliénation et la frustration dans nos systèmes scolaires. Le problème provient en partie des attitudes négatives des élèves blancs. Les attitudes des enfants de l'école élémentaire envers les groupes raciaux et ethniques sont particuliè-

dations of attitudes and behaviours are laid.

Children are often hindered in their acceptance of others by the stereotyped and prejudiced opinions expressed or subtly conveyed in the words or actions of people around them. These may in turn be reinforced by the values, norms and institutions of society as a whole. The schools can play a major role in altering the problems of prejudice and discrimination by delivering cross-cultural awareness and development programs that counteract the negative conventions that exist and that are perpetuated in the dominant culture.

rement inquiétantes dans le genre de milieu culturel qui existe en Saskatchewan puisque c'est durant les premières années que se forment les attitudes et les comportements.

Les stéréotypes et les préjugés exprimés ou véhiculés subtilement par les paroles ou les actions des gens qui entourent les enfants empêchent souvent ces derniers d'accepter les autres. Ces préjugés peuvent aussi être renforcés par les valeurs, les normes et les institutions sociales. Les écoles ont un rôle important à jouer pour remédier aux préjugés et à la discrimination en offrant un programme de sensibilisation et de formation interculturelles qui fasse contrepoids aux conventions négatives existantes que perpétue la culture dominante.

Rationale

As the student moves from childhood to adolescence, he/she has already begun the process of forming a particular world view or value system that is partially determined by his/her cultural heritage. However, it is also a period of questioning and challenging the values and norms that are found in society on the way to developing and entrenching adult attitudes and behavioural patterns. It, thus, presents educators with an opportunity to guide adolescents toward a fuller understanding of the nature of cultures and the roots of prejudice and discrimination that exist in the dominant culture in Saskatchewan.

The Cross-cultural Training Program is based on three interrelated assumptions about the learning process. The first is that learning must necessarily involve some degree of cognitive development. Students, with the assistance of their teachers and other resource personnel, become informed, acquire new insights, make critical judgments, and grow in their understanding of the world. Cognitive development, however, is a tool that becomes useful in the light of the second assumption: that we are also affective beings as well as intellectuals. For cognitive development to be of value, it must have meaning for the individual at the experiential level. Intellectual development must, therefore, proceed from our existential realities and questions. Finally, the cognitive and affective dimensions are incom-

plete without a third element: behavioural change, or, in other words, development that leads to more positive behaviours toward other groups.

Description

Two successive Grade 8 classes were involved in the development and pilot testing of the course at St. Mary School. The course was then, subsequently, tested empirically in two other suburban elementary schools in the city by two teacher-facilitator volunteers.

The Cross-cultural Training Program was designed specifically to promote positive attitudes toward Prairie Indians and to reduce levels of prejudice non-Indian students had toward them. Other ancillary goals of the course were to improve students' communication skills, levels of self-insight, understanding of and ability to relate to others, ability to make personal decisions and knowledge of Indian cultures and ways.

The second phase of the program consisted of the implementation of a twenty week, seventy-four lesson, Cross-cultural Training Program. A pre-test post-test non-equivalent control group design was used. Each lesson in the program was approximately forty-five minutes in duration and was conducted during regular Social Studies periods. The experimental program was conducted in two schools from November 25, 1985 to May 9, 1986. Each school contained one experimental and one control class. The program was experiential in nature and included simulation games, communication exercises, role playing, research projects, readings, lectures and discussions. The course utilized a teachers' manual that contained the course's major objectives, suggested time allotments for the lessons, instructions on the nature and use of the developmental acitivites to be used in the program, specific teaching instructions for each lesson, background information to each lesson, actual developmental activities, duplicating masters, debriefing instructions and guideline questions. Students were also supplied with a student reader that contained information on the activities to be performed, materials required to perform them and readings to supplement the information given to them by the teacher-facilitators.

Evaluation

Two author constructed instruments were used to evaluate the effectiveness of the program. The first was a thirty-three-item semantic differential test and the second was a student interview questionnaire. The semantic differential test was subdivided into five perceptual areas and the questionnaire consisted of forty closed and open ended questions and a four question interviewer rating and analysis. The results of the tests and interviews indicated that the attitudes of the students toward Prairie Indians were significantly improved by the course and the effects were retained after a six-week delay period and, in fact, showed a further improvement. The results of the interviews also confirmed that the ancillary goals were also achieved.

The program and the subsequent evaluation of its effectiveness indicated that Grade 8 students' racial attitudes toward Indians can be improved if a curriculum is used that is experiential in nature and of sufficient intensity and duration.

Conclusion

The results of the evaluation of the program confirm that psychologically significant and difficult to alter racial attitudes of non-Indian students toward Indians can be improved through the use of an experientially-based program that involves students at an affective level. This finding should be of assistance in the process of designing new curricula in the province that will reduce levels of prejudice in students and aid in fostering a successful transition to a genuinely pluralistic society. The originality of the program lies in the creative mixture and sequencing of cross-cultural training, communications skills development and self-insight induction techniques to achieve through the medium of experiential activities significant reductions of prejudice in a target student population. In addition, the details of the course, as set out in the teachers' manual, should allow for the replication of results achieved in the schools in Regina. The course also provides a large body of activities that could be successfully integrated into classes in a variety of subject areas and throughout a range of grade levels.

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87-19

Claude Quintin et ses élèves/
Claude Quintin and Students

Titre:

INITIATION À LA DÉMOCRATIE SCOLAIRE

Introduction

Ce cours, qui a été élaboré localement en 1979, est inscrit à l'horaire de l'école Le Ber de Sherbrooke; il est donné depuis 1982-1983, à raison de quatre cours de 75 minutes par cycle de neuf jours. Il a pour but de permettre aux élèves des 3e, 4e et 5e années du palier secondaire de faire l'expérience de la démocratie grâce à des camps de formation, à des cours techniques et à des projets qui sont réalisés puis évalués.

Il comprend entre autres la constitution d'un conseil étudiant et de comités permanents (journal, radio étudiante, sports, socioculturel) et l'organisation d'activités.

Title:

INTRODUCTION TO SCHOOL DEMOCRACY

Introduction

This course, which was developed locally in 1978, is included in the timetable of the Le Ber school in Sherbrooke. Since 1982-83, four 75-minute courses are given per nine-day cycle. The purpose is to allow students of the 3rd, 4th and 5th years of secondary school to become familiar with democracy through training camps, technical courses and projects that are implemented and evaluated.

It involves, among other activities, the creation of a student council and of standing committees (newspaper, student radio, sports, sociocultural activities) and the organization of events.

Caractéristiques des élèves

Ce projet a touché 1 500 élèves, garçons et filles, des 3e, 4e et 5e années du secondaire, des secteurs général et professionnel.

Objectifs

Le cours a pour but de favoriser la prise en main, par les élèves, de la vie étudiante de l'école, la formation de leaders et l'initiation à la démocratie.

Description

Chaque année, au mois de mai, un conseil étudiant est constitué de personnes élues au suffrage universel (président, vice-président, secrétaire, trésorier) et d'élèves représentant les trois paliers (un représentant chacun). S'y joignent aussi un animateur adulte et les directeurs des comités permanents suivants: journal, radio étudiante et socio-culturel. Toujours au mois de mai, se déroule un premier camp au cours duquel les élèves nouvellement nommés ou élus peuvent faire connaissance et apprendre les techniques de base pour préparer l'accueil à la rentrée. À partir des objectifs généraux du conseil, ils se fixent des buts puis rencontrent la direction, les membres du personnel enseignant siégeant au comité d'école et le comité de parents. Ils leur exposent des projets et reçoivent leurs conseils ou leur approbation, s'il y a lieu. Ils mettent sur pied des comités qui s'occuperont des dispositions nécessaires pour les finissants: bagues, albums, bal, photos, présentation de mode, etc.

Évidemment, il faut une grande coordination pour que tous ces comités fonctionnent bien. Puis, les comités permanents présentent des demandes de fonds que le conseil réunit sous forme de budget.

Pour tenir les élèves au courant de ses activités, le conseil publie *Info-éclair*, deux fois par cycle, et *Info-conseil*, au milieu de l'année. Enfin, les membres du conseil organisent des demi-journées ou journées d'activités, participent à un camp de leadership et apprennent la procédure de présidence des réunions, la rédaction d'un ordre du jour et de procès-verbaux, etc. Le conseil effectue un sondage pour déterminer les enseignants méritants auxquels il remet des prix, organise le gala des méritants, et s'occupe du bal et de l'album des finissants. Il cherche ensuite des élèves qui pourront assurer la relève. L'année se termine par une évaluation personnelle suivie d'une évaluation collective.

Conclusion

Le sommaire ne rend pas compte de l'ampleur du travail qu'accomplissent les élèves, ni de leur satisfaction et de leur épanouissement. L'aspect innovateur de ce projet réside dans l'acquisition des connaissances au moyen d'expériences de participation démocratique et aussi dans l'acquisition de crédits pour fin de certification.

Noms et adresses des membres de l'équipe enseignante:

87-20

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Thérèse Léger
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Ginette Perreault
a/s École Marguerite-de-Lajemmerais

Groupe d'élèves/Students

Jacqueline Cloutier-Richard
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Lise St-Arnaud
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Béatrice Tardif
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Monique Bazinet
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Francine Gendron
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Titre:

SI TU M'ÉCOUTAIS ÉCRIRE

Introduction

Mené auprès des 1 200 élèves, de la 1re à la 5e année, qui fréquentent l'école secondaire Marguerite-de-Lajemmerais, ce projet avait pour but d'encourager la création littéraire et artistique. Les textes, rédigés durant les cours de français, et les dessins, réalisés durant les cours d'art plastique, ont ensuite été réunis et publiés sous forme de recueil. L'équipe enseignante a trouvé l'expérience tellement enrichissante qu'elle a préparé un guide d'accompagnement où elle décrit sa démarche pédagogique.

Title:

IF YOU LISTENED TO ME WRITE

Introduction

This project involved 1,200 students in the 1st to the 5th grade of the Marguerite-de-Lajemmerais High School. The purpose was to encourage literary and artistic creativity. Texts written during French classes and drawings produced during plastic arts classes were collected and published. The team of teachers found the experience so worthwhile that a handbook describing the teaching process was developed.

Objectifs

Le projet avait les buts suivants:

1. motiver les élèves à apprendre à écrire;
2. créer un contexte significatif pour stimuler les élèves à participer à leur apprentissage;
3. valoriser les élèves par le travail quotidien;
4. élargir le champ de communication de nos élèves;
5. donner un sens aux productions réalisées dans le cadre du programme;
6. faciliter l'application du nouveau programme de français.

Description

Ce projet a été entrepris en réaction aux inquiétudes concernant la détérioration de la qualité de la langue chez les jeunes. L'équipe enseignante a voulu créer un cadre permettant l'amélioration de l'apprentissage du français. Les élèves rédigeaient en classe des textes qui étaient ensuite lus, toujours en classe. Elles participaient au choix des meilleurs textes. Les auteures des textes retenus devaient les retravailler, puis les transmettre à un comité de sélection. Les mises en situation, l'observation, la lecture, la compréhension, l'objectivation sont autant de moyens qui ont permis aux élèves d'éclaircir leur pensée, de la discipliner, de la structurer et de la critiquer. Les compositions ont servi à l'évaluation sommative des objectifs du

programme. Ensuite, les élèves et les membres de l'équipe enseignante ont évalué l'expérience. Les élèves ont non seulement acquis le goût d'écrire, mais elles ont aussi appris à douter, à vérifier l'orthographe et la syntaxe, bref à polir leurs textes.

Conclusion

Après avoir fourni un nombre incalculable d'heures de correction, de conseils, d'encouragement et d'appui, l'équipe enseignante a vu ses efforts couronnés de succès. Les élèves ont amélioré leur maîtrise de la langue. De plus, un éditeur a offert de publier les textes et illustrations sous forme de recueil. Ce dernier contient des exemples intéressants de l'application des diverses formes de discours enseignées au secondaire. Il peut servir d'ouvrage complémentaire pour l'enseignement du programme de français et incitera sans doute les élèves — filles et garçons — à écrire.

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87-21

Larry Shepherd et Serge Rousseau

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Titre:

APPROCHE COMMUNICATIVE ET AUDIO-VISUELLE POUR L'APPRENTISSAGE DE L'ANGLAIS LANGUE SECONDE

Introduction

Ce projet d'enseignement de l'anglais langue seconde s'adresse aux élèves de 9, 10 et 11 ans des 4e et 5e années d'une école du Saguenay Lac Saint-Jean. Il a pour but de favoriser un apprentissage diversifié et amusant de cette langue, grâce aux interactions entre les élèves, et entre l'enseignant et les élèves, ainsi qu'au matériel pédagogique conçu à cette fin.

Title:

COMMUNICATIVE AND AUDIO VISUAL APPROACH TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

Introduction

This project for the teaching of English as a second language is intended for 9 to 11 year-old students in the 4th and 5th grades of the Saguenay School in Lac Saint-Jean. Its aim is to promote the learning of the language in a diversified and entertaining manner, through interaction among students and between the teacher and the students, as well as with the assistance of specially designed teaching materials.

Caractéristiques des élèves

Les élèves des 4e et 5e années de cette école élémentaire vivent dans une région composée à 88 pour cent de francophones unilingues.

Objectifs

Le projet a pour but de faciliter l'apprentissage de l'anglais langue seconde au moyen d'une méthode communicative axée sur le jeu et de matériel pédagogique spécialement créé à cette fin. De plus, le projet favorise la participation des parents à l'acquisition de connaissances par leurs enfants.

Description

Les deux enseignants qui ont réalisé ce projet ont élaboré un matériel didactique imposant qui comporte une soixantaine d'activités portant sur des thèmes variés comme les saisons, les sports et les animaux. Filmées sur vidéo, ces activités constituent des scénarios, des mises en situation où l'humour est de la partie; deux marionnettes, Tina Dawson et George Washington, incitent les jeunes des 4e et 5e années à communiquer en anglais. Les deux concepteurs jouent même à l'écran des scènes réelles, tournées dans le milieu géographique où vivent les enfants. Ces derniers en sont à leur première année d'apprentissage de l'anglais. Ils apprennent non seulement le vocabulaire, mais aussi les intonations, les mimiques entendues lors des projections des divers scénarios. Ils ne communiquent qu'en anglais entre eux, avec l'enseignant et même en dehors de la classe et de l'école. Outre l'écoute des bandes vidéo, les élèves ont l'occasion de manipuler des objets, de simuler eux-mêmes des situations de sport et d'autres, et de jouer en anglais.

Pour mener à bien ce projet, il faut réserver une salle où l'on crée un certain climat grâce à des affiches et à des messages. La pièce doit en outre contenir des outils comme un magnétoscope et le matériel didactique.

Dans une situation d'apprentissage aussi dynamique, l'enseignant joue le rôle d'animateur et de guide; il saisit les occasions qui se présentent pour interagir avec l'élève. Il ne met pas l'accent sur la phonétique ou la grammaire, mais plutôt sur la communication et son caractère social. En plus d'un guide pédagogique, les concepteurs ont élaboré un guide à l'intention des parents pour que ces derniers puissent participer au cheminement de leurs enfants et évaluer leurs progrès. Il s'agit d'un outil d'utilisation facile puisque toutes les activités de communication y sont inscrites.

Conclusion

Grâce à la participation active des élèves, ils apprennent progressivement à écouter, à s'exprimer, bref à communiquer en anglais tout en s'amusant.

Groupe d'élèves/Students

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Name and address of teacher:

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Name and address of school:

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Marsha Greco Spiller

Title:

AN EFFECTIVE READING AND SPELLING PROGRAM FOR CHILDREN WITH LIMITED VISION

Introduction

The project involves the creation of an effective reading and spelling program for children with visual handicaps. It consists of two major components:

1. The pedagogical development of the program; and
2. The practical adaptation of the program by means of "Big Boards" and a comprehensive self-teaching video.

Titre:

UN PROGRAMME EFFICACE DE LECTURE ET D'ORTHOGRAPHE POUR LES ENFANTS PARTIELLEMENT VOYANTS

Introduction

Ce projet a servi à créer un programme efficace de lecture et d'orthographe pour les enfants souffrant de handicaps visuels. Ses deux principales composantes sont:

1. le programme de formation pédagogique; et
2. l'adaptation pratique du programme au moyen de "tableaux géants" et de bandes vidéos complètes servant à l'autoapprentissage.

Purpose

The purpose of the project is three-fold:

1. The creation of a comprehension aurel-visual assessment and remedial reading program which begins with the reading readiness stages and follows through to the more advanced decoding skills.
2. The creation of a medium for this program that would be usable for a child with very limited vision.

3. The creation of an easy-to-use, packaged program for the numerous untrained volunteers who assist the classroom teacher.

Students

The program involves low- and very low-sighted children from early elementary through high school.

Description

The reading program consists of over fifty units of 10-15 minutes each. They are sequential and, in brief, they cover the following concepts:

1. Left to right directionality
2. Visual discrimination
3. Letter and corresponding sound recognition
4. Short and long vowels
5. Final "E" rule
6. Digraphs
7. Diphthongs
8. "R" effect on vowels
9. "C" and "G" rules
10. Irregular and common endings
11. Syllabication rules

Each programmed lesson is presented on a number of large 2′ × 3′ bristol boards in brightly-coloured pictures and large lettering which even children who are diagnosed as beyond the legal blindness limit of 20/200 can see. I found using these boards that the students enjoyed the lessons more as it was less stressful for their eyes.

In the video taping process, I paid particular attention to a number of items:

1. close-up of letters and words for clear and easy viewing;
2. clear verbalization of sounds and words;
3. building on small steps for success;
4. timing to ensure that the student could interact with video verbally or on paper;
5. to be as personable as possible to keep the "real" teacher feelings and influence.

The purposes of the final video are:

1. as an assessment and remedial tool by the classroom teacher;
2. as a self-teaching program;
3. as a finished product easily usable by teacher aides and volunteers;
4. as a review tool with a "continually enthusiastic" teacher available with the simple push of a rewind button.

Evaluation

The reading program has a built-in evaluative instrument in that it is:

1. programmed,
2. sequential, and
3. material is easily reviewed (on the VCR) until mastery is attained.

The "Big Boards" and video have been evaluated through both my own and other teachers' observations, as well as, students' attestations of usefulness.

Conclusion

I am a firm believer of "Nothing Succeeds Like Success" and I think that this program lends itself to that credo.

I have tried to include lessons that guarantee success and fun for the students.

I feel that this program is comprehensive, reduces stress, and, particularly with the video, allows the student to work at his/her own pace and time periods.

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87-23

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Yvonne Vaughan

Title:

ELECTIVE COURSE SOCIOLOGY 122

Introduction

Sociology 122 is a one-year elective course for students in Grade 12. A requirement of the course is for each student to present a seminar based on a research paper on a topic of the student's choice. These have been most successful as the students are participating in their own as well as the learning process of their peers.

Titre:

COURS FACULTATIF DE SOCIOLOGIE 122

Introduction

Le cours de sociologie 122 est un cours facultatif d'un an pour les élèves de 12e année. On exige de chaque élève qu'il présente un exposé à partir d'un travail de recherche sur un thème de son choix. Ce cours a obtenu beaucoup de succès puisque les élèves participent non seulement à leur propre apprentissage mais à celui de leurs camarades.

Objectives

1. To increase the students awareness of themselves and others as social beings, and of the social processes that shape the world in which they live.
2. To increase understanding of the ways in which values and attitudes develop and enter into individual and group action.
3. To develop an awareness of the problems confronting society today, including crime, race and ethnic relations, urbanization and the increasing complexity of social life.
4. To familiarize students with the basic methods of social scientific investigation and with the focus in which the data is presented.
5. To introduce these students whose professional goals are oriented towards careers in such pursuits as business, law, nursing, teaching

and social work, to the basic principles of social science with which they will be involved.

Students

Sociology 122 has a rapidly growing enrolment with a waiting list which increases each year. There is a variation of students taking sociology which allows for interesting academic skills and backgrounds. Many science and pre-engineering students apply for the course due to the fact that they feel that their university program might not allow for social science options. Other students who do not plan on attending postsecondary institutions value the human relations aspect of the course in order to improve their job skills, perhaps in management roles. Sociology is a natural discipline for those who are entering the "helping professions". Many students appreciate how even knowing the vocabulary of social science has facilitated their studies during their first semester at university.

Description

The Sociology 122 course has provided students with a vehicle to explore their community through its social institutions. They have heard guest speakers from the media, social services, political parties and various ethnic groups. The course lends itself to the examination of a variety of ideologies, opinions and beliefs that, thus far, may not have been available through their curricula. The goal of the instructor is to augment theory with Canadian constructs and examples as much as possible.

Students have conducted opinion and attitudinal polls on teenage drinking, church attendance and capital punishment. They have made interesting videos of institutions such as the Training School at Kingsclear, New Brunswick, as well as filmed interviews with social workers and parole officers. Two students did participant observation at the Fredericton Soup Kitchen. This project was prompted when a student remarked "There's no real poverty in Canada, nobody is starving, the state takes care of its poor." Topics range from the unexpected to the serious as indicated by a male student whose seminar dealt with the Sociology of Housework and another whose seminar dealt with Freud's theories from a sociological perspective.

Conclusion

We are pleased that the course has maintained the academic rigour and scholarships required for college preparatory students. Sociology 122 has received approval from the University of New Brunswick and Mount Allison University as a college entrance credit. At Mount Allison students who have taken high school Sociology are automatically placed in second year courses. University instructors have expressed their pleasure at the competency of our students.

PROJECTS OF PREVIOUS FIVE YEARS ON WHICH INFORMATION IS AVAILABLE/DES RENSEIGNEMENTS PEUVENT ÊTRE OBTENUS SUR LES PROJETS SUIVANTS DES CINQ ANNÉES PRÉCÉDENTES.

Project No./ N° de projet	Title/ Titre
86-1- 1	Bringing Elementary Music into the 80's
86-1- 2	Shakespeare and the Grade Two Student
86-2- 3	A Program for Teaching Peace and War in a Nuclear Era
86-2- 4	A Unit of Work which Allows Junior High Students to Investigate and Record their Heritage and Gain Basic Research Skills/Une unité de travail qui permet aux élèves du cycle inférieur de l'école secondaire d'étudier et d'enregistrer leur patrimoine et d'acquérir des aptitudes de base en matière de recherche
86-2- 5	A Voyage of Discovery and the Holocaust Remembered (An Interview Feature Story-Exhibit Technique to Encourage Intergenerational and/or Intercultural Communication)
86-2- 6	Enrichment Programs — Primary/Junior Levels — In-class and Small Group Withdrawal
86-2- 7	KIDSLINE
86-2- 8	Le Canada, d'une matière à l'autre — Matériel didactique interdisciplinaire
86-2- 9	Ship Ahoy
86-2-10	The Connecting Step
86-2-11	Une approche ludique totale en déficience mentale
86-3-12	The Writing Room
86-4-13	An Integrated Unit of the Seashore
86-4-14	The Math/Science Resource Room Project
86-4-15	Out for Fungi
86-5-16	Canada: Growth of a Nation — Student Guide
86-5-17	Explorations: A Canadian Social Studies Program for Elementary Schools
86-5-18	Mock Trials Relating to the Riel Rebellion of 1885/ Simulation de procès relatifs à la rébellion Riel de 1885

86-5-19	You and the Law
86-6-20	Robotics Application for Computers: The Friendly Robot Project/La robotique et les ordinateurs: Le projet du robot amical
86-7-21	From the Locker to the Classroom: Using Advertising to Teach Media Literacy and Language Arts
86-7-22	Macdonald-Cartier Community Television Project: (M.C.T.V.)
86-7-23	Prévention du suicide en milieu scolaire/The Prevention of Suicide in the School Environment
86-7-24	The Bargain Periodical Index
85-1- 1	Division III Modular Fine Arts Program
85-1- 2	Essais musicaux
85-1- 3	Integration of the Fine Arts in the New English Language Arts Curriculum
85-1- 4	Reaching Out to the Community in a Dramatic Fashion/ Intervention théâtrale dans la collectivité
85-1- 5	M.U.S.I.C (Motivation Using Successful Innovative Concepts)
85-2- 6	Airborne
85-2- 7	Apprendre en enseignant/Learning by Teaching
85-2- 8	Catalyst for Learning
85-2- 9	Enseignement de l'éducation sexuelle au centre d'accueil Relais St-François
85-2-10	L'ensemble pédagogique: Création de monnaie et politique monétaire
85-2-11	Émulation quant au comportement, au rendement académique et à la vie quotidienne à l'école Saint Coeur de Marie
85-2-12	Listening and Thinking and Speaking and Writing
85-3-13	An Approach to Discipline in High School
85-3-14	The Teddy Bear's Approach to Writing a Paragraph
85-3-15	The Queen Charlotte Islands Reading Series and Guidebook
85-3-16	Techniques in Research Essay Writing

85-4-17	Elementary Science — A Time for Renewal
85-4-18	Motivational Techniques in Science
85-4-19	The N.F.B. Canada Map
85-4-20	Life Science Comes "Alive"!
85-5-21	QUEBEC and CANADA: An Alternative History Course for Non-academic Students/ Le QUÉBEC et le CANADA: Un cours d'histoire de rechange pour les élèves en difficulté
85-6-22	Forestry Career Preparation Program
85-7-23	Ilhakvik Enrichment Program — 1981-84/ Le programme de renforcement d'Ilhakvik – 1981-1984
85-7-24	Latchkey Program
85-7-25	Skin and Scuba Diving
84-1- 1	Video Drama
84-2- 2	Une approche psychomotrice dans l'enseignement de la natation aux enfants déficients mentaux moyens âgés de 5 à 21 ans
84-2- 3	"Bonjour mes amis"
84-2- 4	A Gifted Unit for the Reluctant Learner: The Famous People's Unit
84-2- 5	The Interdisciplinary Team Approach to Instruction
84-2- 6	Using Folk Music as Medium in Canadian History, A "Voice to the Past"
84-3- 7	From Examiner to Trusted Adult: Sharing Writing in a Climate of Trust/De l'examinateur à l'adulte sur qui on peut compter: Comment établir un climat de confiance grâce à l'échange de correspondance
84-3- 8	"Games that Children Play": A Language Arts Theme Approach
84-3- 9	Thematic Approach to Teaching Language Arts
84-3-10	An Interdisciplinary Approach to Reading and Social Studies Using the Topics of "Old Age and Dying" and "Ethnic Minorities"
84-4-11	"ASTREK" (ASTRonomy Explorations in Kindergarten)/ "ASTRONOMATE" (ASTRONOmie en MATEmelle)

84-4-12	"BLAST OFF"/MISE À FEU
84-4-13	Cockroaches and Things
84-7-14	Crime Buster (Student's Crime Prevention Workbook) Winner of the 1983 Solicitor General of Canada Award for Crime Prevention
84-7-15	Values and Career Exploration Program for Grades Kindergarten — Six
84-7-16	Éducation psychologique et formation en animation et relation d'aide
84-7-17	Individual Education Profile for Elementary Students with Learning and Adaptation Problems
84-7-18	Lord Selkirk School Division No. 11 Junior Parliament
84-7-19	The Learning Enrichment Service (LES): An Integrative Model for Enrichment Programming
84-7-20	Commis-vendeur — MINI-MAG 84/Sales Clerk Course — MINI-STORE 84
84-7-21	Peer Action
84-7-22	Logiciels français pour PET et COMMODORE 64
84-7-23	Tupper Mini-School/Emma's Infant Care
84-7-24	Wilderness Experience Program
	CREE
83-1- 1	Electronic Music
83-1- 2	Projet mille dessins
83-1- 3	Théâtre des marionnettes "Protégeons notre milieu"
83-2- 4	Life Skills and Work Orientation Department ... Co-Op ...
83-2- 5	Enthusiasm is Caught — Not Taught!/L'enthousiasme se communique — il ne s'enseigne pas!
83-2- 6	Freedom/Freedom (Liberté)
83-2- 7	Learning Centres for the Grade One Students
83-2- 8	Teaching of Study Skills by the Direct Instruction Method at the Junior High School Level
83-2- 9	Fine Arts Physical Education and Recreational Activities in a Rural Junior High School

83-3-10	Inner Journeys — An Approach to Creative Writing
83-3-11	Signs of the Environment: A Meaningful Approach to Beginning Reading
83-3-12	The Fishing Project
83-4-13	Alchem: A Wholistic Chemistry Education Program
83-4-14	Teaching Computer Programming with School-Wide Application (and Beyond)/Enseignement de la programmation machine au niveau de toute une école (et de la collectivité)
83-4-15	Grade XIII Biology Resource Book
83-4-16	Jeux mathématiques
83-4-17	Mathematics Workbook for Learning Disabled Adolescents
83-5-18	Teaching Respect for the Law
83-6-19	The Meat Tray Glider
83-7-20	A Survival Program for Young Children/Programme de survie pour les jeunes enfants
83-7-21	A Career Exploration Program for Students in their Final Years of High School: A Cooperative Approach
83-7-22	Lapidary in the Classroom
83-7-23	Positive Peer Pressure
83-7-24	Correction de tests objectifs du type choix multiple par micro-ordinateur
82-1- 1	L'atelier de culture
82-2- 2	A Futures Studies Curriculum for Gifted Students in Grades 7 and 8: An Interdisciplinary Approach/Programme d'études prospectives pour élèves doués des septième et huitième années: une méthode interdisciplinaire
82-2- 3	After Early Identification — Developmental Kindergarten
82-2- 4	Le Franco III, révisé; Le Franco IV, révisé
82-2- 5	Kindergarten Awareness and Assessment Program
82-2- 6	Le correctif au profit de l'enfant
82-2- 7	Applications d'idées originales pour promouvoir la coopération dans la prntique de l'activité physique/Applications

	of Original Ideas to Promote Cooperation in Physical Activities
82-2- 8	Life Skills: The Use of Decision-Making Skills in Community Involvement
82-2- 9	The Extended School of LaSalle High School/L'École satellite de l'école secondaire LaSalle
82-2-10	Elementary School Program, Virginia Park Arts Core School (Staff Project)/Programme d'école primaire, Virginia Park Arts Core School (Projet du personnel)
82-3-11	A Writing (Composition) Program for Students in Grades Four and Five in the Province of Alberta
82-3-12	The Primary Classroom and the Resource Centre
82-4-13	Microcomputer Instructional Aids for Physics Education
82-5-14	The History of Devon York County, New Brunswick -- A Local Studies Project
82-5-15	A Model for Student Initiated Research in the Social Sciences
82-5-16	Geography Baseball
82-6-17	The Learning to Live Farm Program
82-7-18	Grade 7 Life and Study Skills Program
82-7-19	Native Studies
82-7-20	Varennes School Museum — Museum Offers Window to the Past
82-7-21	The Slavey Research Project